

TEAM TOOL 6.7

Contextualizing Your Reading Apprenticeship Lessons

Team members can consider the following prompts as they design, participate in, and reflect on the classroom environment they are hoping to promote through Reading Apprenticeship-inflected lessons.

Designing Lesson Routines . . .

- For students to do more extended reading, more often, as they learn in the subject area
- For students to become metacognitive about their own reading and thinking processes
- For students to share their thinking processes with the teacher and with one another
- For students to work together to make sense of reading and subject area content
- For students to gain specific tools and strategies for approaching reading in more powerful ways
- For students to be mentored in the ways of reading and thinking characteristic of the subject area
- For students to become active participants in their own learning process

Being There . . .

- To listen to students' thinking as they work
- To encourage students to tap into everyone's knowledge, experiences, and successful approaches to classroom tasks
- To support students' thinking and collaboration as needed through prompts, questions, or suggestions on the fly
- To see how well students understand and are prepared to carry out assigned tasks
- To make informed decisions about next steps to support student learning

Reflecting . . .

- On where in the lesson you are designing for metacognitive conversation
- On where metacognitive conversation is happening in the social dimension
- On who is doing the reading for understanding—do all students actually have to read to move forward in the lesson
- On whether there are additional places in the lesson where students can read or talk more and you can talk less
- On where in the lesson formative assessment can help you adjust your instruction
- On what options you can have in reserve in case more scaffolding is needed
- On how feedback from colleagues might help in strengthening a lesson