
Contextualizing Your Reading Apprenticeship Lessons

Team Tool 6.7 from *Leading for Literacy*

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 and/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