Reading Apprenticeship Portfolio

English Department

Los Medanos College

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# Table of Contents

- Introduction ........................................... 3
- “Six-Box Discussion Form” ......................... 5
- “Give One, Take One” .............................. 9
- “Metacognitive Triple-Entry Journals” .......... 12
- Questions from *Exploring Language* and Essay Assignment .......................................... 13
- “PARTS” .............................................. 15
- Reading Roles ....................................... 17
Introduction

In the spring 2013 semester, a group of six English instructors from Los Medanos College formed a teaching community that focused on Reading Apprenticeship—teaching students how to become “savvy, strategic readers” (Schoenbach et al. VII). More specifically, we focused on how to improve on/incorporate Reading Apprenticeship (RA) lessons/activities in the classroom in order to help students with reading comprehension and critical reading skills. The goal was also to create a series of RA portfolios (and eventually one large department portfolio) to share with other faculty. The semester was spent reading Reading for Understanding (second edition) written by the Ruth Schoenbach, Cynthia Greenleaf, and Lynn Murphy all of whom developed Reading Apprenticeship techniques.

Our Specific Goals for the Reading Apprenticeship Teaching Community

1. Use Reading Apprenticeship in the classroom to improve student learning
2. Create an RA portfolio
3. Bring RA awareness to faculty outside of English

The Participants:

There were six instructors, each focusing on a different English course ranging from English 70 to 221. We met for a total of 9 hours over the semester, each meeting set at 1.5 hours.

Participants included Julie Ashmore, Monica Tapiarene, Steven Budd, Yvonne Schwartz, Lisa Duran, and Laura Bernell.

Facilitator: Sara Toruno-Conley

The Sessions:

We read 1-2 chapters from Reading for Understanding for each meeting and then discussed the chapters as well as brainstormed ways we could use what we’d learned to improve students’ reading comprehension and critical reading skills. The first meeting started with us discussing Chapter 1 and going over the goals of the teaching community. Each meeting after that would focus on a new chapter or series of chapters from the book. Members were required to bring to the meeting lesson plans and/or activities they had tried based on what they had read, and to report out on the student learning. By the end of the semester, each member had at least three Reading Apprenticeship lesson plans or activities he/she had used throughout the semester along with reflection and student work to include in his/her portfolio. Each member also surveyed the students on one or more RA lessons/activities. While we were able to meet the first two goals of the RA teaching community, we have yet to reach the third goal, bringing awareness to faculty outside of English. Although the teaching community is over, the Developmental Education Committee intends to meet goal 3 on an ongoing basis.
Reading Apprenticeship Assignments, Activities, and Lesson Plans

Following are assignments, activities, and/or lesson plans that participants used in the classroom as part of utilizing Reading Apprenticeship tools and strategies. The activities in quotation marks were taken and/or modified from Reading for Understanding (2nd edition) by Ruth Schoenbach, Cynthia Greenleaf, and Lynn Murphy. We hope that other instructors might find some of these useful and be willing to try them out.
Learning Experience One—Small Group Discussion with Six-Box Discussion Form

**Purpose:** The purpose of this learning experience is to use Reading Apprenticeship pedagogy to help students build on their understanding of the reading homework and to develop their own ideas in response to the readings through small group, in-class discussion as preparation for the upcoming essay.

**Description:** This learning experience follows a homework assignment in which students are asked to read 2-3 readings actively and critically on their own using the “Critical Reading Process” for each reading (See form in Attachment A). Then, during the next class, the readings are discussed which is the basis of this learning experience.

**Learning Experience:** Students form small groups of 2-4 students to debrief each of the 2-3 assigned readings. To guide the small group discussion of each reading, students complete a “Six-Box Discussion Form” for each reading (See Attachment B). The form asks students to summarize the claim, evaluate the evidence the author presents, identify and clarify unclear parts of the reading, select quotes of interest, identify examples of logos, ethos, and pathos in each reading (This box may also be used to jot down logical fallacies and literary devices students identify). Finally, the form asks students to connect the reading to other readings or to real life.

Groups may develop their own process for completing the Six-Box form, but the form also gives detailed instructions to follow. As groups are discussing the readings, I often circulate to ‘log-in’ the reading homework for completeness. (I developed my six-box form for use in English 221 based on a four-box version that Richard Cartright shared with the group—Thanks, Richard.)

Students retain their reading homework in their Reading and Writing Process and Participation Journal Portfolios (RPJs) which are created during each essay unit. These RPJ portfolios serve three functions. First, they are a record of student participation for each essay unit. Second, students may use the portfolios to keep track of how their reading and writing process and ideas develop during each essay unit. Finally, RPJ portfolios may be used during quizzes and tests. The portfolios are submitted along with each final essay draft and assigned an overall grade based on completeness and organization.
English 221
Critical Reading Process

1) Who is the author and what is something interesting about him/her?

2) What does the title make you think the essay/article suggest will be about?

3) Restate the author’s thesis/claim in your own words. (Use pp. 35-36 as a guide)

4) What underlying assumptions does the author appear to have?

5) List the paragraph location and types of evidence used to support the claim.

6) Find where the author addresses opposing views and jot down the paragraph #s and explain how well the author responds to them.

7) How relevant, sufficient, slanted, and/or dated is the evidence?

8) What would you do to make the reading more persuasive?

9) What is your overall response to this article? (This should be a thoughtful, full length paragraph response rather than a one or two sentence answer).

10) Create a conversation/debate between the authors of the assigned articles (See p. 41, 42 in Dialogues for an example).
Six-Box Small Group Discussion Sheet Directions for Homework Readings:

1. **Summarize the Claim and Key Points:** As a group, discuss the author’s claim (the author’s thesis, reasons for his/her position, key points, and the author’s apparent assumptions about the topic.) In other words, discuss questions like: **What are the author’s big ideas in this essay? What underlying attitude and/or assumptions does the author seem to have about the subject? What are his/her key points?** Jot down the author’s claim in your own words.

2. **List the Support/Evidence:** Find the specific evidence/support the author uses to support his/her claim and also jot down the page and paragraph number.

3. **Analyze the Support/Evidence (How strong and convincing? This can include analysis of the author’s use of logos, ethos, pathos, use of logical fallacies, personal experience, and/or rhetorical devices):** Discuss how convincing the author’s argument and evidence are--How well does the author support his/her claim? In other words, refer to hand-outs for Ethos, Pathos, Logos, Logical Fallacies, and/or Rhetorical Devices to discuss questions like:

   **Ethos:** What are the author’s credentials and background; did you find the author credible? What tone/attitude does the author have toward the reader, and does this enhance or detract from his/her credibility? What would make the author more authoritative?

   **Logos:** How clear and reasonable is the author’s claim? Which logical fallacies (if any) does the author make and where? How convincing is the evidence/support provided? How could the author make the argument more well-reasoned and persuasive?

   **Pathos:** How does the author use emotion, such as anecdotes, case studies, personal experiences, and rhetorical devices/poetic language to evoke an emotional response from the reader? How persuasive and how much sympathy did these evoke in your group?

4. **Ask Questions to Clarify Unclear Parts:** Discuss and clarify any unclear, confusing, or hard to follow words or sections. Jot down steps your group took or could/would take to clarify confusing words or parts. (At some point, all readers encounter something confusing; the key is to take steps to resolve confusion).

5. **Select Quotes of Interest:** Select and discuss 1-2 quotes of interest to your group. Be ready to share the quote(s) and explain why they interested your group. In other words, discuss questions like: **What did we find memorable, convincing, irritating, and/or clever in the reading?**

6. **Connect to Other Texts and to Real Life:** Discuss ideas in the reading that connect to ideas from other readings, to real life examples, and/or to personal experiences in your group. In other words, discuss questions like: **How does this author’s ideas relate to (i.e., compare, contrast, agree or disagree with) other authors we’ve read or to a personal experience of people in your group?**
| 1. Summarize the Claim and Key Points in your own words. (Include page and par. #s to show where you found it). | 2. List the Support/Evidence (including p. and par. #) | 3. Analyze the Support/Evidence (How strong and convincing is it? Look for the writer’s use of logos, ethos, pathos, fallacies, personal experience, and/or rhetorical devices) |
| 4. Ask Questions to Clarify Unclear Parts | 5. Select Interesting Quotes to Discuss | 6. Connect the Reading to Other Texts and to Real Life |

**Six-Box Small Group Discussion Sheet Directions:** Use the above category boxes, the instructions on the back of this sheet, and your homework responses to guide your group’s discussion. Each group member is responsible for taking notes in at least one category box about your group’s discussion and then sharing the findings for that category during the whole class discussion. (If you run out of space, write on the back of this sheet and/or attach a separate sheet with additional notes.)
RA ASSIGNMENT #3 "GIVE ONE, TAKE ONE"

R.A. ASSIGNMENT #3: This assignment is tied to two Reading Apprenticeship Framework key dimensions of classroom life that are necessary to support reading development:

- Knowledge-Building Dimension
- Social Dimension

The following activity "Give One, Take One" was adapted from Chapter 8 "The Knowledge-Building Dimension"

"Give One, Take One" gives a student an opportunity to show others what he or she thinks the main ideas of an essay are, exchange ideas, discuss the essay with peers and add any ideas he or she missed or did not consider important.

This activity helps students understand the reading better, and, consequently, helps them write better synthesis essays.

ASSIGNMENT #3
TASK:

Read "The Cult of Ethnicity" by Arthur 1. Schlesinger, Jr., select and analyze quotes.

EXPLANATION:

After reading "The Cult of Ethnicity" instructor will ask students to:

- Select quotes and write them on the left column of the "Give One-Take One" form. (See Appendix C-I) Write an analysis/reaction next to each quote.
- Talk to two or three other students about what is on their "Give One" column.
- Students can "circulate" in the classroom looking for new quotes.
- Add any new quotes they get from the discussion in the right-hand column ["Take One"] of their lists.
- Lead group discussions about the essay read-what was the author's main idea, what quotes were relevant and why? What did they miss?

This activity falls in the Knowledge-Building Dimension because students record content and then return after reading to confirm, add to, or revise their initial thinking.

Having the student find information on their own and then sharing it, increases their individual knowledge, the knowledge in the group and the classroom
"Get One, Take One" falls in the Social Dimension because students interact with each other in a safe environment, it fosters a sense of community, and students share text talk.
Metacognitive Triple-Entry Journals
Used by Steve Budd

For homework, students read an excerpt from Paolo Freire’s challenging *Pedagogy of the Oppressed*. In class, in pairs, they worked together to fill out a triple-entry journal on particularly difficult, hard to understand words, phrases, and sentences. In Column 1 they recorded the confusing words, phrases, or sentences; in Column 2 they wrote down what they thought the words in Column 1 meant (without resorting to a dictionary); and in Column 3 they explained how they arrived at that meaning/understanding.

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**Sample Metacognitive Uses of Double-Entry (and Triple-Entry) Journals**

Double-entry journals such as I Saw/I Thought and Evidence/Interpretation force students to notice how they are interacting with a text, whether previewing it or reading it. Triple-entry journals can be used to focus students on how they solve reading problems.

**PREVIEW:** “Normal Regulation of Blood Glucose,” pages 112–114, including diagram

<table>
<thead>
<tr>
<th>I Saw (notes and quotes from the text)</th>
<th>I Thought (my questions, connections, sketches, roadblocks, clarifications, comments)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**READ:** “Diffusion, Osmosis, and Osmotic Pressure,” pages 39–46

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**READ:** To Kill a Mockingbird, pages 1–6

<table>
<thead>
<tr>
<th>Author’s important ideas</th>
<th>My thoughts, feelings, questions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CLARIFY:** The First Amendment

<table>
<thead>
<tr>
<th>What it actually says (quote a word or phrase that is confusing)</th>
<th>What we think it means (translate the word or phrase into something we understand)</th>
<th>We think it probably means this because... (explain how we figured it out)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Questions from *Exploring Language* and Essay Assignment
By Yvonne Schwartz

Lesson Plan 2/20/13


“In the Beginning Was the Word” by Christine Rosen pp. 203-208
“Blogging in the Global Lunchroom” by Geoffrey Nunberg pp. 225-227
“Texting” by David Crystal pp. 229-234
“The Keypad Solution” by Ammon Shea pp. 240-241
“The Other Side of E-Mail” by Robert Kutner pp. 242-244
“Three Tweets for the Web” by Tyler Cowen pp. 245-256
“Out of Print” by Eric Alterman pp. 399-406

Purpose/Goals:
To encourage thinking about the reading. To encourage class discussion about the reading. To encourage synthesis.

1. Quick writes on the following questions. Not all questions - maybe let them select 4 (83)
2. Discussion in Groups.
3. Class Discussion on questions.

(Groups will have a notetaker, timekeeper, presenter)

Class Discussion: will incorporate RA suggestions of neutral responses, moving to the side, connecting ideas between students.

Questions are adapted from *Exploring Language*

1. How is our “screen-intensive culture changing the way we think?” (208)

2. “Do you agree that society in general no longer chooses to ‘exercise the privilege of literacy’? Why or Why not?” (208).

3. What does Geoffrey Nunberg’s title make you think of? ("Blogging in the Global Lunchroom")

4. What do you think about “textspeak” (234), and “would you advocate for using texting conventions in an essay? . . . Why or Why not?” (242)

5. Where do books fit into our current culture? (250)

6. Should we be concerned about the decline in print media? Why or Why not? (406)

In class notes: Small groups (3 each) made it difficult for sit-outs. New question(s) for class discussion: Did you find any two authors mentioning similar ideas?
ESSAY 2  English 100  Spring 2013  Y. Schwartz  Learnfodder@aol.com

Reading: (from Exploring Language)
"In the Beginning Was the Word" p. 203+, "Blogging in the Global Lunchroom" p. 225+,
"Texting" p. 229+, "The Keypad Solution" p. 240+, "The Other Side of E-Mail" p. 242+,
"Three Tweets for the Web" 245+, "Out of Print" 399+, "Is Print Dead?" p. 407+,
"Are We Reaching Da Youth?" p. 410+,
"Will the Death of Newspapers Also Kill Our Freedoms?" p. 413+

Critical Thinking: Answer the following questions as part of your pre-writing.
Did you learn anything new (something you did not realize before) from these essays? What?
Did you gain a new perspective (a new way of thinking) about anything? What?
Are there any similarities in any of the essays? What are they?
Are there any disagreements between the authors? What are they?
What outcomes do the authors discuss?
If these authors were having a discussion amongst themselves, what would they say?

Pre-writing:
Write out your answers and write a dialogue between the authors. See where they might agree
on trends regarding technology, literacy, and the future of print in our culture. Also write about
areas in which they disagree. What picture of our reading culture do they paint?

Essay Assignment:
Write a six page essay in which you compare and contrast the viewpoints of the authors. Use the
readings as source material for support. Please resist researching them online; listen to your own
thoughts and follow your intuition. Compare and contrast the authors’ views on the negative and
positive aspects of the changes in our current reading culture.

Use the point-by-point method for your essay. Do not make the authors the topics of your
paragraphs; instead, your topics (point-by-point) will come from the positive and negative
aspects of our reading culture discussed by the authors. See where you agree and disagree with
the authors. Let your compare/contrast lead to an argumentative conclusion (your claim/thesis).

Due Date:
The final draft of the essay is due on Thurs. March 28. If you want me to look at a rough draft,
please turn it in before Tues. March 12, so I can get it back to you before spring break. Also, use
the Center for Academic Support!

Grading:
See Assignment Guidelines and Grading Criteria in Syllabus Part II.

Late essays will receive a lesser grade for each class day they are late. Please do not email
essays, nor drop them off anywhere. A passing grade for the essay is a C or better. If you do not
receive a final grade of C or better, you may revise the essay one time for a possible C grade.

Plagiarism will result in a grade of F and no opportunity to revise. Please cite sources and use
quotations marks.
Lesson Plan

I give students the PARTS handout (see next page) early in the semester when we read our first essay to help them figure out what to take notes on, which goes hand in hand with understanding what they’ve read, and then how to summarize the text. Teaching these techniques to English 70 students is crucial, because most of them aren’t very familiar with these tasks. It’s also important for English 90 students, many of whom have only been exposed to these techniques but aren’t yet skilled at them. I also present this activity to English 100 students, which for some serves only as a review.

Lesson Results

This is another activity with a variety of benefits. I’ve used this PARTS handout before in my classes, but as a result of this project, I’ve now added the highlighted instructions in the Preview step, which asks students to look at the structure of a text for “clues” that will help them understand how the ideas are organized, introduced, and presented. This addresses the Knowledge-Building Dimension of the RA Framework. The Cognitive Dimension is also addressed by giving students a strategy that will help them work through texts to improve their confidence and comprehension.
P.A.R.T.S.

**Preview**
Previewing allows you to form a map of the text in your head, which will help you make sense of it more quickly.

- Take note of the text’s layout and structure, which often provides “clues” to help you understand the text. These include bolded or italicized text, headings and sub-headings, and the length of paragraphs.

- Skim through the author info, title, first paragraph (intro), headings, topic sentences, and last paragraph (conclusion).

**Anticipate**
As you skim the material, think about what the author might be trying to tell you and what they might be trying to persuade you to believe.

- If you can see the thesis, mark it.

- If you can see the main points that support the thesis, mark where one ends and the next one begins.

**Read and Reread**

- After you’ve skimmed it to get the map in your head, read the entire piece.

**Think Critically/Take Notes**
As the meaning of the text becomes clear to you, think critically about what you’re reading: engage the important points, and question the credibility and the ideas of the author.

- At the very least, make sure that for each paragraph/MP you write down a single phrase/sentence that summarizes that paragraph/MP.

**Summarize**

- In the first sentence, include the author’s name, the title of the text, and the author’s thesis.

- Continue with the author’s main points and summarized support (paraphrase whenever possible, use quoted text only when necessary, remember to properly cite the author).

- End with the author’s final point.

NOTE: Summaries do not include your opinion.
The Social Dimension: Reading Roles Employing Peer Expectations Instructor-Student-Observer/Test-Maker (created by Laura Bernell!)
RA LESSON PLAN | Submitted by Laura Bernell March 14, 2013

READING APPRENTICE RATIONALE:

This lesson plan is intended to focus student reading by aligning it with the RA SOCIAL DIMENSION. Being responsible to two other students is intended to increase student engagement with the reading material. The "Observer" will be able to do her job well ONLY if the Instructor does her job well. And the Student will only be able to do well on the test if the Observer writes the test based on what the Instructor says, and the what the instructor says is correct and clear. It's all interdependent.

ENGLISH 221 SLO: These English 221 students will demonstrate rudimentary understanding of deductive and inductive reasoning.

PROCEDURE: BEFORE reading the materials, students will be instructed as follows:

Students will be in groups of three (triads).
Three roles: Instructor, student, observer-Test-maker
INSTRUCTOR will teach deduction and induction. Their lesson will be based on the reading of material from their textbook, and from professor's lectures. INSTRUCTOR's lesson will include the following:
Definitions and explanations of deductive reasoning, inductive reasoning, premises, syllogism, valid argument, sound argument.
INSTRUCTOR will provide at least one original example to clarify Deductive reasoning and Inductive reasoning.

OBSERVER will write a quick quiz, based on the lesson given by INSTRUCTOR. The OBSERVER will also correct any errors of content made by the Instructor.

STUDENT will take the test created by the OBSERVER when the session is over. That is the only requirement of the STUDENT.

Evaluation: The group will be evaluated by the relevancy and accuracy of the test questions, and how well the student does on the test.

(Evaluation form and stats attached)
RA Rationale: This evaluation form was given to all students after the Social Dimension Reading Roles Activity to evaluate its perceived reading-help value.

Participant Evaluation of "Reading Roles Employing Peer Expectations" NAME OPTIONAL

1) Circle your role in the Group
   Teacher
   Student
   Observer/test -writer

2) Before the task, how well did you understand deductive and inductive reasoning?
   a. Very well
   b. Somewhat well
   c. Not well at all

3) After the task, how well did you understand the materia1?
   a. Very well
   b. Somewhat well
   c. Not well at all

4) What aspect(s) of the task most MOTIVATED you to do a good job?
   a. Possible grade
   b. Peer involvement
   c. Responsibility to my group members
   d. Desire to understand the material
   e. Desire to impress my group members

5) Which role do you think benefited most from the task?
   a. teacher
   b. student
   c. observer

6) How much did you enjoy the task, including your role in it?
   a) Very much   b) somewhat   c) not at all

7) Please suggest specific ways in which you would IMPROVE the task.