What is Reading Apprenticeship®?

Reading Apprenticeship® (RA) is a framework that helps readers develop the strategies, knowledge and mindset to become more effective readers. Like our apprenticeship programs here at RTC, RA hinges on the partnership of expertise found in individuals, small groups, and the faculty who model what strong readers do when they approach various texts. Instructors help students improve their reading by:

- engaging students to read more
- using their discipline knowledge to make their own reading strategies visible to students

Join the RATs!

A new support group is forming at RTC—Instructors who want to incorporate the use of Reading Apprenticeship® into their curriculum: RATs (Reading Apprenticeship Teachers)

Become a RAT and start to learn how to help improve your students' reading skills. The RAT Pack is the initial training/planning/coordinating team to help get you started. Contact one of them today for more information about RA or becoming an RTC Rat.

Four RTC staff members spent five days this past July at a WestED training in Oakland, CA learning about Reading Apprenticeship® and how to teach students to become more persistent readers. The team presented a plan of how to share their new knowledge upon returning to Renton.

Left to right: Ardene Niemer, Michele Lesmeister, Jenna Pollock, Debbie Crumb

RAT Pack is Ready to Help!

Debbie Crumb: Behind-the-scenes organizer and “gofer”, librarian, webmaster.

Michele Lesmeister: Practitioner, trainer/mentor, newsletter editor, team spokesperson.

Ardene Niemer: Practitioner, trainer/mentor.

Jenna Pollock: Trainer/mentor, RA training coordinator.

Website of the Month

Think Aloud
http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/ thinkaloud.htm
Talking to the Text (TttT)
Talking to the Text refers to a method or scaffold for helping students become better readers. Students are given a chance to first read the passage or chapter. This is very helpful for ESL readers and slower or struggling readers.

Student reads the passage independently.

Student marks in margins: notes, questions, comments, and predictions, new words, Anything that will aid in understanding the passage.

Students work in pairs and discuss what they noticed about how each person read the text and identify his or her reading processes.

Teacher then has students share in whole class discuss. Make a reading strategies list for the class to review, provide labels for strategies, and asks questions about the students' reading process.

Over time, TttT deepens readers' thinking and metacognitive conversations.

Reading is....
The NCTE Commission on Reading describes reading in this way:

Reading is a complex and purposeful social and cognitive process in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text, and their knowledge of their culture to construct meaning. Reading is not a technical skill acquired once...but rather a development process.

Adapted from: http://www.ncte.org/about/over/positions/category/read/118620.htm

Reading Statistics to Consider
Fifty percent of American adults are unable to read an eighth grade level book.
Jonathan Kozol, Illiterate America

Forty-six percent of American adults can not understand the label on their prescription medicine.
Journal of American Medical Assoc.

It is estimated that the cost of illiteracy to business and the taxpayer is 20 billion dollars per year.
United Way, “Illiteracy: A National Crisis”

FACTS - Literacy and Poverty
- 43% of people with the lowest literacy skills live in poverty
- 17% of people with the lowest literacy skills receive food stamps
- 70% of people with the lowest literacy skills have no full or part time job
- Workers who lack a high school diploma earn a mean monthly income of $452 compared to $1,829 for those with a college degree.

http://www.eurekawebs.com/humlit/fast_facts.htm

RTC Library Supports RATs
The RTC Library has a variety of materials to support improved student reading. Below is the featured item of the month. For more information, contact the Library at 425-235-2331 or via email at librarian@RTC.edu.

Schoenbach, Ruth, Cynthia Greenleaf, Christine Cziko and Lori Hurwitz

Reading for Understanding: a Guide to Improving Reading in Middle and High School Classrooms

428.40712 SCHOENB 1999