Make Invisible, Visible

Have you ever stopped to think about what skilled readers do as they read? Skilled readers actually use an invisible process to construct meaning from text.

When we are able to make our process visible for students in our classrooms, we create a valuable tool for our students to use in their own reading.

A “Think Aloud” is a great technique to use to slow down the reading process and let students get a good look at how skilled readers construct meaning from a text.

Many of us have developed our skills as readers implicitly, by simply doing a lot of reading of all sorts of texts because we are successful readers, and reading is a passion for us.

We need to keep this in mind as we teach our students. We need to consciously take what we know and do implicitly and make it explicit for our students, especially for our struggling readers. We need to make the invisible, visible.

Use this Strategy:

- Before Reading
- During Reading
- After Reading

Targeted Reading Skills

- Formulate questions prior to reading and in response to the text
- Make, confirm or revise predictions based on information presented in the text.

As you can see, there are critical steps to understanding information so that it can be applied!

As instructors, we need to help our students learn and apply these techniques on a regular basis to improve their interactions with text.

Want to learn more? Want to discuss how you could use this technique in your classroom? Join the RATs on January 26 for a one-hour workshop on using the “Think Aloud” routine.

Mark Your Calendars

Wed. Jan. 14, 7:00 AM in Culinaire Room — Breakfast with the RATs.


Mon. Feb. 23, 2:45—3:45 PM in Library — Michele Lesmeister will conduct a workshop on Jump Starting.

Mon. Mar. 16, 2:45—3:45 PM in Library — Debbie Crumb will conduct a workshop on Helping Your Students Read Their Textbooks.
Ask a RAT

What is scaffolding and what does it mean when RATs talk about scaffolding curriculum?

Scaffolding is a very flexible framework of metacognitive routines that teaches students how to approach challenging learning tasks.

A scaffold provides help on an as-needed basis. Some Reading Apprenticeship® routines that can be scaffolded include Talking to the Text, Thinking Aloud, Readings Strategies Lists, Reading Task Analysis, Dual Entry Logs, and Question-Answer Relationships.

Scaffolds are modeled by the faculty in a learning environment that fosters metacognitive conversation. Scaffolds help make clear the techniques that expert readers use when they read similar challenging content.

One student noted that scaffolding gave him enough help to get him started reading until he learned how to read new materials and different formats by himself. It gave him a running start at tasks that he used to feel were too hard for him to accomplish alone.

Breakfast with the RATs

Want to get together with other RATs to informally discuss the use of Reading Apprenticeship® in your classroom? Starting on Wed. Jan. 14, 2009 RATs will be meeting for breakfast and conversation on the second Wednesday of the month at 7:00 AM in the Culinaire Room.

Website of the Month

Think-Alouds

A great website about using the Think-Aloud strategy from Florida Online Reading Professional Development.

http://forpd.ucf.edu/strategies/stratthinkaloud.html

Join the RATs!

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

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.

RAT Pack is Ready to Help

Debbie Crumb: Organizer, trainer, mentor, librarian, newsletter editor, webmaster.

Michele Lesmeister: Practitioner, trainer, mentor, data guru, team spokesperson.

Ardene Niemer: Practitioner, trainer, mentor.

Jenna Pollock: Trainer, RA training coordinator.

RTC Library’s Item of Month

The RTC Library has materials to support improved student reading. For more info, contact the Library at 425-235-2331 or via email at librarian@RTC.edu.

Braunger, Jane. Rethinking Preparation for Content Area Teaching: The Reading Apprenticeship Approach.

RTC Library Call Number: 428.40712 RETHINK 2005p