Reading Across the Four Dimensions: Personal, Social, Cognitive and Knowledge-Building

Twenty-two full-time and part-time faculty came together to discover some Reading Apprenticeship® routines on Thursday, September 16, 2010 as part of the Fall Faculty In-service. Faculty demonstrated their desire to help their students access the content of their textbooks in an efficient and helpful manner.

There were lively discussions about why faculty assign reading, what type of reading assignments are given in our courses and programs, and how faculty know that their students completed their assigned reading. Faculty shared many similar points of view and took away some new ways to engage their readers.

Topics included ways to encourage reading, how to create a Reader’s Strategy List, a form for analyzing their texts for areas which may impede student comprehension, a tool for clarifying text, and a Critic’s Corner activity which helps student figure out the features that the authors use in the text to help with comprehension.

The session’s materials are on the USB flash drive faculty received at the in-service.

If you would like more information or assistance learning how to use Reading Apprenticeship routines, consider becoming part of RTC’s reading support group, Reading Apprenticeship Teachers and supporters (RATs).

Contact Michele Lesmeister at mlesmeister@RTC.edu. She will assist you in devising materials and using Reading Apprenticeship routines to help your students access their materials more effectively. Or refer to the RATs website at http://rtc-rats.org

What Are Those “It” Signs About?

The RAT Pack have created a series of signs using our faculty and staff talking about doing “it” around campus. The idea is to spark a conversation about and for reading and its benefits in our lives as faculty, staff, and administrators. So look out, you may be caught doing “it” in the bathroom, in the bakery, or in the parking lot!
Twelve faculty from math, science, and writing specialties came together on September 17, 2010 for a three-hour workshop introducing Reading Apprenticeship (RA).

The faculty worked individually and in groups as they focused on learning some new approaches to add to their repertoire of teaching techniques. Discussions were engaging and thoughtful as the faculty practiced with a wide variety of texts and discussed what they knew from the texts and how they knew it.

Faculty were reminded of and experienced first hand the difficulty of some reading materials. The routines of RA demonstrated how working together as a community of readers can have a huge impact on how our students as readers respond to and complete our academic literacy assignments.

Ask a RAT

What is the group name for a bunch of rats? The answer is a horde or a mischief. On behalf of the Reading Apprenticeship effort on campus, please avoid such pejoratives as: “I ratted her out!” and “You dirty rat!” We are nice people passionate about reading despite our antics and fun surrounding reading.