Imagine a classroom supported by researched teaching methods and rich with data and improved student outcomes....You have it at RTC. We are changing the face of readers on campus....supported by proactive faculty and evidenced by DATA!

Michele Lesmeister has been helping faculty and their students use Reading Apprenticeship (RA) routines to improve their academic literacy and educational outcomes. The faculty have had an opportunity to have Michele design curriculum for them, model Reading Apprenticeship routines, and assist in how to present their text book with Reading Apprenticeship routines. Michele typically assesses the textbook and then pairs RA routines with the different types of material and works to figure out how to foster metacognitive conversations for the routines.

Some classrooms used pre and post-test scores to demonstrate reading improvement. All classrooms indicated a positive gain in reading scores overall. Of the 138 students pre-and post-tested, there were 14 students who did not make gains. In reviewing the individual student’s scores with the faculty, those students who had no improvement were not regular attendees, or they had serious personal issues outside the classroom that interfered with their learning.

In classrooms that were exposed to some aspect of Reading Apprenticeship, a survey was distributed to students. This survey asked students about their perspectives about how their reading had changed from the beginning of the quarter to the end.

Some of the survey questions are:

- How are you using punctuation as a clue to help you understand the text now compared to the beginning of the quarter?
- How does your awareness of the value of transition words or signal words now compare to your awareness at the beginning of the quarter?
- To what extent has teacher modeling and assistance with your text helped your reading comprehension?
- To what extent are you now using the grammatical structures in the text to help with comprehension compared to the beginning of the quarter?

Of the survey response choices, worse, no change, improved, the majority of students reported that they felt their reading had improved as a result of using the routines of Reading Apprenticeship.

Students like their faculty to show them how to engage their texts in a meaningful way so that they do not waste their time trying to figure out how to read their texts. Those faculty who talk about "READING" are getting amazing classroom results overall. We are seeing improvements in attendance and retention rates as well as happier readers.

If more involvement in the Reading Apprenticeship initiative at RTC is one of your New Year’s resolutions, contact Michele at mlesmeister@rtc.edu
SEEDFOLKS—Our Crop is IN!

The Seedfolks Book Club has met for seven weeks each Wednesday from 11:00 - 11:40 AM.

The novel, Seedfolks, by award-winning author Paul Fleischman has been our focal point around which Reading Apprenticeship routines have been presented practiced, and access to templates made available.

The group has explored personal reading histories, our attitudes toward reading, the processes of reading, the four dimensions of reading apprenticeship, metacognitive conversation, metacognitive journals and logs, Reader’s Strategy Lists, Think Aloud, how to engage text, and how to initiate changes in the classrooms so that Reading Apprenticeship can begin to offer their students more access to and equality through increased reading skills.

Attendees report that the weekly sessions are fodder for looking at their own reading processes more carefully, providing new insights into the complexity of making meaning, for slowing down what is covered and digging deeper into the text features and engaging the text in more meaningful ways.

In other words, we are planting the seeds of Reading Apprenticeship through a book club format so that faculty can move from knowing about to incorporating Reading Apprenticeship into their classrooms. To this end, faculty and staff have found the gatherings refreshing, thought-provoking, and inspirational.

"To read without reflecting is like eating without digesting."
—Edmund Burke

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Ask a RAT

I heard a Basic Studies instructor raving about their Reading Apprenticeship book club. Will there be an RA book club that I can join?

Yes! The RAT Pack is hard at work planning a campus-wide book club open to faculty and staff interested in Reading Apprenticeship (RA).

Participating in the book club is extremely enjoyable and productive. Like any book club, you get to read an engaging book and spend quality time with friends and colleagues. But wait, there’s more! In a Reading Apprenticeship book club, you get to experience RA from a student’s perspective and see how powerful it can be. You also have the chance to discuss how you can incorporate these ideas into your class and work.

The book club will begin mid-Winter quarter or later and is tentative scheduled for Mondays either from 7:00—7:45 AM or 11:30—12:15 PM, depending on the preference of the majority who sign up to participate.

Look for more details to come. In the meantime, let Debbie Crumb (dcrumb@rtc.edu or x5678) know if you’re interested in signing up.

Join the RATs!

RATs (Reading Apprenticeship Teachers and supporters) is the RTC support group for those using WestEd’s Reading Apprenticeship® (RA) to improve student reading.

For more info, visit our website and blog at http://rtc-rats.org and our RA/RATs LibGuide at http://libguides rtc.edu/rats

The RAT Pack is the training and planning leadership team to help get you started. Contact us:

• Debbie Crumb
• Jenna Pollock
• Michele Lesmeister, Team Leader