Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Quarter \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reading Apprenticeship for the GED and College Reading

Student Goals

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| **Collaborating** **In a Community of Readers and Writers** |
| **Contributing to Our Community**I contribute to maintaining a classroom community that feels safe, where everyone is able to take risks and grow.  | **Week 2** | **Week 6** | **Week****10** |
| **Collaborating Effectively**I work with partners and groups in ways that are both respectful and risk-taking.  |  |  |  |
| **Participating Thoughtfully**I make my thinking count in discussions, as a speaker and a listener. I share my reading confusions and understandings to get and give help.  |  |  |  |
| **Building a Literacy Context**I understand and use the shared literacy vocabulary of our classroom.  |  |  |  |
| **Being Open to New Ideas**I appreciate and evaluate alternative viewpoints.  |  |  |  |
| **Developing a Literacy Agenda**I read to understand how literacy opens and closes doors in people’s lives.  |  |  |  |
| **Sharing Books**I talk about books I am reading to involve others in what the books have to offer.  |  |  |  |
| **Writing to Communicate**I write to communicate my ideas to others.  |  |  |  |
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Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Quarter \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reading Apprenticeship for the GED and College Reading

Student Goals

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| **Building** **Personal Engagement**  |
| **Knowing My Reader Identity**I am aware of my reading preferences, habits, strengths, weaknesses, and attitudes – my Reader Identity.  | **Week 2** | **Week 6** | **Week****10** |
| **Practicing**I put effort into practicing new reading strategies so that they become automatic.  |  |  |  |
| **Digging In**I am increasing my confidence and persistence for digging into text that seems difficult or boring.  |  |  |  |
| **Building Silent Reading Fluency**I read more smoothly and quickly, so I get more pages read.  |  |  |  |
| **Building Oral Reading Fluency**I read aloud more fluently and expressively.  |  |  |  |
| **Increasing Stamina**I set and meet “stretch goals” to read for long and longer periods.  |  |  |  |
| **Increasing Range**I set and meet “stretch goals” for extending the range of what I read. |  |  |  |
| **Choosing Books (SSR+)**I use tools I have learned for choosing a book that’s right for me.  |  |  |  |
| **Taking Power**I read to understand how *what* I read applies to me, and gives me power.  |  |  |  |
| **Reflecting on My Evolving Reader Identity**I reflect in discussions and writing on my growth as a reader – my evolving Reader Identity.  |  |  |  |
| **Writing to Reflect**I use writing to step back and think about what I am learning.  |  |  |  |
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Reading Apprenticeship for the GED and College Reading

Student Goals

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| **Making Thinking** **Visible**  |
| **Monitoring**I monitor my reading processes and identify problems. ……………………………………………………………. | **Week 2** | **Week 6** | **Week****10** |
| **Repairing Comprehension**I know what strategies to use to get back on track.  |  |  |  |
| **Talking to Understand Reading** I talk about my reading processes to understand them better.  |  |  |  |
| **Writing to Understand Reading**I write about my reading processes to understand them better.  |  |  |  |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Quarter \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reading Apprenticeship for the GED and College Reading

Student Goals

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| **Using Cognitive Strategies** **To Increase Comprehension**  |
| **Setting a Reading Purpose**I set a purpose for reading a text and keep it in mind while I read.  | **Week 2** | **Week 6** | **Week****10** |
| **Choosing a Reading Process**I vary my reading process to fit my reading purpose.  |  |  |  |
| **Previewing**I preview text that is long or appears to be challenging, to mobilize strategies for dealing with it.  |  |  |  |
| **Identifying and Evaluating Roadblocks**I identify specific reading roadblocks and decide what to do.  |  |  |  |
| **Tolerating Ambiguity**I tolerate ambiguity or confusion in understanding a text while I work on making sense of it.  |  |  |  |
| **Clarifying**I work to clear up a reading confusion, whether it is a word, a sentence, an idea, or missing background information that I need to find.  |  |  |  |
| **Using Context**I use context to clarify confusions by reading on and re-reading.  |  |  |  |
| **Making Connections**I make connections from texts to my experience and knowledge.  |  |  |  |
| **Chunking**I break difficult text into smaller pieces to better understand the whole.  |  |  |  |
| **Visualizing**I try to see in my mind what the text is describing.  |  |  |  |
| **Questioning**1. I ask myself questions when I don’t understand. 2. I ask myself questions about the text, and I know where to find the answers – whether in my mind, the text, other texts, other people, or a combination of these. 3. I ask inquiry questions when something I read makes me want to know more.  |  |  |  |
| **Predicting**I use what I understand in the reading to predict what a reasonable answer might be.  | **Week** **2** | **Week 6** | **Week****10** |
| **Organizing Ideas and Information** I use graphic organizers to sort out ideas or items of information to see how they are related.  |  |  |  |
| **Paraphrasing**I restate a sentence or an idea from a text in my own words.  |  |  |  |
| **Getting the Gist**I read and answer in my own words the question, “What do I know so far?” (Stop and Think! Interact with the text.) |  |  |  |
| **Summarizing**I boil down what I read to the key points. |  |  |  |
| **Sequencing**I order events in time to understand their relationships.  |  |  |  |
| **Main Idea and Supporting Details**I identify the main idea and supporting details in a passage.  |  |  |  |
| **Comparing and Contrasting**I make comparisons to identify similarities and differences.  |  |  |  |
| **Identifying Cause and Effect**I find conditions or events that contribute to – or cause – particular outcomes.  |  |  |  |
| **Using Evidence**I use evidence to build and support my understanding of texts and concepts.  |  |  |  |
| **Re-reading**I re-read to build understanding and fluency.  |  |  |  |
| **Writing to Clarify Understanding**I write about what I think I know to make it clearer to myself.  |  |  |  |

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Reading Apprenticeship for the GED and College Reading

Student Goals

**Building Knowledge**

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| **Building Knowledge** |
| **Mobilizing Schema**I use my relevant networks of background knowledge, or schema, so that new information has something to connect to and is easier to understand.  | **Week 2** | **Week** **6** | **Week****10** |
| **Building and Revising Schema**I add to and revise my schema as I learn more.  |  |  |  |
| **Synthesizing**I look for relationship among my ideas, ideas from texts, and ideas from discussions.  |  |  |  |
| **Writing to Consolidate Knowledge**I use writing to capture and lock in new knowledge.  |  |  |  |

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| **Building Knowledge about Text** |
| **Text Structure**I use my knowledge of text structures to predict how ideas ore organized. | **Week 2** | **Week 6** | **Week****10** |
| **Text Features**I use my knowledge of text features like headings and graphics to support my understanding.  |  |  |  |

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| **Building Knowledge about Language** |
| **Word Analysis**I use my knowledge of word roots, prefixes, and suffixes to figure out new words.  | **Week 2** | **Week 6** | **Week****10** |
| **Referents**I use my knowledge of pronouns and other referents to find and substitute the word that a pronoun or other word is standing for.  |  |  |  |
| **Signal Words and Punctuation (Text Signals)**I use my knowledge of signal words and punctuation to predict a definition, results or conclusions, examples, sequence, comparison, contrast, a list, or an answer.  |  |  |  |
| **Contextual Redefinition** I know that when familiar terms are used in unfamiliar ways, I can redefine them in context to clear up confusion.  |  |  |  |
| **Sentence Structure**I use my knowledge of sentence structure to help me understand difficult text.  |  |  |  |
| **Word-Learning Strategies**I use strategies to learn new words in the texts I read.  |  |  |  |