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. |  |  |  |