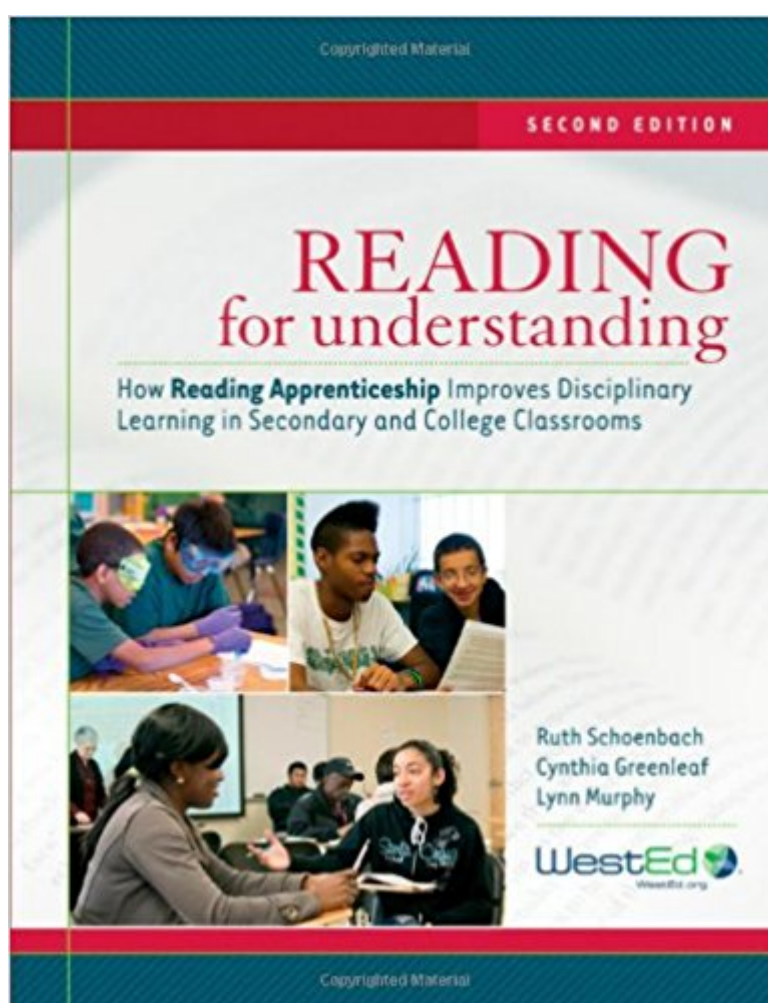


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Reading For Understanding: How Reading Apprenticeship Improves Disciplinary Learning In Secondary And College Classrooms



Synopsis

"As elegantly practical as it is theoretically elegant. It is a guided tour, as one examines the tools of expert teachers as they engage students in a journey that is aptly dubbed Reading Apprenticeship?learning how to become a savvy, strategic reader under the tutelage of thoughtful, caring, and demanding teachers.? P. David Pearson, University of California, Berkeley, and founding editor of the Handbook of Reading Research. Reading for Understanding is a monumental achievement. It was a monumental achievement when it came out as a first edition in 1999, bringing years of rigorous reading research together in a framework for teaching that made sense in actual secondary school classrooms. Now, just thirteen years later, Schoenbach and Greenleaf have several randomized clinical trials and multiple on-going studies at their fingertips to demonstrate the effects of this approach for developing the reading and thinking of young people in our nation?s middle and high school classrooms, as well as in community college classrooms. Their careful work on developing disciplinary literacy among all students represents a passion for and commitment to supporting students?and their teachers?in reading for understanding, which translates to reading for enjoyment, self-awareness, learning, and for purposeful and informed action in our society.

?Elizabeth Moje, Arthur F. Thurnau Professor and Associate Dean for Research, School of Education, University of Michigan Reading Apprenticeship has proven to be an inspiration to Renton Technical College faculty and students alike. They have learned together to view themselves as readers in transformative ways, as they embrace powerful techniques to increase reading comprehension. The ideas and strategies in Reading for Understanding anchor this new and broad-based energy around reading and an enthusiasm among our faculty to model effective reading strategies for our students. ?Steve Hanson, President, Renton Technical College, Renton, Washington Reading for Understanding has the finest blend I have seen of research, strategies, and classroom vignettes to deepen teacher learning and help them connect the dots between theory and practice. ?Curtis Refior, Content Area Literacy Coach, Fowlerville Community Schools, Fowlerville, Michigan

Â A teacher-tested, research-based resource for dramatically improving reading skills Published in partnership with WestEd, this significantly updated second edition of the bestselling book contains strategies for helping students in middle school through community college gain the reading independence to master subject area textbooks and other material. Based on the Reading Apprenticeship program, which three rigorous "gold standard" research studies have shown to be effective in raising students' reading achievement Presents a clear framework for improving the reading and subject area learning of all students, including English learners, students with special needs, as well as those in honors and AP courses Provides concrete tools for

classroom use and examples from a range of classrooms Presents a clear how-to for teachers implementing the subject area literacies of the Common Core Standards Reading for Understanding proves it's never too late for teachers and students to work together to boost literacy, engagement, and achievement.

Book Information

Paperback: 384 pages

Publisher: Jossey-Bass; 2 edition (July 3, 2012)

Language: English

ISBN-10: 0470608315

ISBN-13: 978-0470608319

Product Dimensions: 8.5 x 1.2 x 10.8 inches

Shipping Weight: 2 pounds (View shipping rates and policies)

Average Customer Review: 4.1 out of 5 stars 16 customer reviews

Best Sellers Rank: #45,832 in Books (See Top 100 in Books) #125 in Books > Textbooks > Education > Secondary Education #287 in Books > Education & Teaching > Schools & Teaching > Instruction Methods > Reading & Phonics #816 in Books > Education & Teaching > Higher & Continuing Education

Customer Reviews

Reading for Understanding This significantly updated second edition of the bestselling *Reading for Understanding* is a guide for using *Reading Apprenticeship*® to increase student engagement and academic achievement in subject area classes. Three federally funded "gold standard" research studies have documented the effectiveness of the *Reading Apprenticeship* approach for helping students gain the reading independence to master subject area course materials and other "gate-keeper" texts. Endorsed by leading reading researchers and educators at every level, this practical and comprehensive resource presents a coherent framework for improving the reading and subject area learning of all students, including English learners, students with special needs, students in honors and AP courses, and those in a range of college settings includes research-based strategies tested in thousands of classrooms offers a clear vision of how to address the Common Core State Standards amplifies key points with authentic "classroom close-ups" provides concrete instructional and assessment tools *Reading for Understanding* proves it's never too late for teachers and students to work together to boost literacy, engagement, and achievement. "Reading for Understanding has the finest blend I have seen of research,

strategies, and classroom vignettes to deepen teacher learning and help them connect the dots between theory and practice."#151;Curtis Refior, Content Area Literacy Coach, Fowlerville Community Schools, Fowlerville, Michigan "Highlighting the critical nature of equitable opportunity for increasingly diverse students, the authors use their powerful framework to engage students in the rigor of disciplinary learning demanded by the Common Core State Standards." #151;Dr. Christelle Estrada, Ph.D., Secondary English Language Arts Specialist, Utah State Office of Education

Ruth Schoenbach and Cynthia Greenleaf are co-directors of WestEd's Strategic Literacy Initiative (SLI) and the principal developers of the Reading Apprenticeship framework. Lynn Murphy is SLI's director of materials development. SLI conducts literacy research and manages an extensive program of professional development for teachers, administrators and literacy coaches, community college instructors, and teacher educators nationwide.

Our building has embraced the Reading Apprenticeship model as outlined in Reading For Understanding. Having had two days of training this fall, I was eager to read for myself what pieces were missing in the training so that I could more fully embrace the framework and strategies in my classroom. While my district did eventually purchase a hard copy of the book for me, I found it much more convenient and engaging to read a kindle version. The book has many examples of how to adopt routines to assist students in your classroom, and it has included a wide variety of levels to consider. So often when I read books about teaching reading it applies to only one subset. . .but this allows true differentiation within a classroom and applies to all learners. Examples are given across curricular areas too. What might initially be thought of as just an "English" problem, is addressed in science, social studies and math classrooms helping teachers see how content area literacy varies and needs to be taught and explored with students. Students in my resource room English class are having deeper levels of discussion, and they are more willing to cite examples from our common texts than ever before. I truly believe this is due to the new classroom routines and attitudes I've adopted since reading this book and attending training. As a building, having so many teachers trained and working together to change how we support our students has been the best professional development I've experienced in my nearly twenty years in public education.

This book is refreshingly different from most secondary/post-secondary reading approaches. It focuses on aspects of reading that students already find interesting, rather than plodding through

the same dozen discrete skills that students may have failed to master after years of instruction. There are many excellent, well-described strategies, examples, and lesson ideas that get students communicating and clarifying their understanding. The vocabulary section offers some very engaging ideas.

I have done Kay Arthur's inductive bible study method for years, but never thought to apply those concepts in this type of setting. Schoenbach's methods of talking to the text, metacognitive modeling, and group interactions around it are genius. I hope many teachers become schooled in this method to encourage deeper understanding.

I love using this approach. I can't wait to check out the STEM work too. Teachers have more to offer than they know, for example how they understand what they are reading. Let's share this with our students, rather than keeping it to ourselves...

Great book for teaching!

Good book for reading teachers.

This is a good guide for practitioners. It's not a pleasure read, but is valuable to people who are teaching or are getting ready to teach using Reading Apprenticeship strategies.

Helpful guide.

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