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Altri autori (Persone)	GreenleafCynthia MurphyLynn <1945->
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Nota di bibliografia	Includes bibliographical references and indexes.
Nota di contenuto	Cover; Title Page; Copyright; Contents; Foreword; Preface; Chapter 1 Engaged Academic Literacy for All; The Context for Change; Literacy in Middle and High School; Literacy in College and the Workplace; The Literacy Ceiling; "Solutions" That Don't Solve the Problem; Remediation Restart; Searching for Skills-in-a-Box Solutions; Teaching Around the Text; Protecting Them from Boredom; The Case for Optimism; Teachers' Untapped Resources; Students' Untapped Resources; Signs of Success: Changes in Students' Literacy, Learning, and Identities; Notes; Chapter 2 The Reading Apprenticeship Framework What Is Reading?About Reading; Social Support for Learning; Cognitive Apprenticeships; Reading Apprenticeships; Demystifying Reading: Making the Invisible Visible; Text-Based Discussion: Collaborative Meaning Making; Developing Engaged, Strategic, and Independent Readers; Dimensions of the Reading Apprenticeship Classroom and Framework; Extensive Reading as the Context for Reading Apprenticeship; Metacognitive Conversation at the Center; The Social Dimension; The Personal Dimension; The Cognitive Dimension; The

Knowledge-Building Dimension; Notes

Chapter 3 The Social and Personal Dimensions: Building a Foundation for Engaged Learning Starting from Day One; Building the Social Dimension; Building Relationships and Norms for Classroom Collaboration; Building Safety: It's Cool to Be Confused; Investigating Relationships Between Literacy and Power; Building the Personal Dimension; Why Read? Setting Authentic Purposes; Building Reader Identity; Building Agency, Confidence, and Dispositions for Learning; Assessing Effort and Growth; Notes; Chapter 4 Metacognitive Conversation: Making Thinking Visible; Reading Happens in Your Mind Introducing Metacognition Thinking About Thinking; Capturing the Reading Process; Building a Reading Strategies List; Establishing an Inquiry Culture; Cultivating Metacognitive Conversation; Think Aloud Routine; Talking to the Text Routine; Metacognitive Double-Entry Journal Routine; Metacognitive Log Routine; Cultivating Collaboration; Collaborative Class Discussion; Partner Work; Small Groups; Deepening Disciplinary Uses of Metacognitive Conversation; Reflecting on Roles in a Metacognitive Classroom; Notes; Chapter 5 Extensive Academic Reading: Extending Opportunities and Support The Why of Extensive Academic Reading The What of Extensive Academic Reading; Extending Time for Reading Disciplinary Texts in Class; Extending Levels and Access for Reading; Extending Choice of Reading Material; Extending Support and Accountability; Notes; Chapter 6 Sustained Silent Reading+: Dedicating Time for Independent Reading; Getting Real Reading Going; Previewing Books with Book Pass; Giving Books a Ten-Page Chance; Building Book Buzz; Building Stamina; Using Metacognitive Logs in SSR+; Creating a Community of Readers; Supporting and Assessing Students' SSR+ Reading Behaviors Chapter 7 The Cognitive Dimension: Assembling a Reading Toolbox

Sommario/riassunto

"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"--
