

# Crossover Appeal: Using Reading Apprenticeship Techniques to Support Information Literacy Learning Outcomes

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Please feel free to reach out with questions about today's presentation.

## Session Outline

1. Defining Reading Apprenticeship
2. Examples of Reading Apprenticeship strategies
3. Description of Reading Apprenticeship at CSUMB
4. Pilot program with Communication Across the Disciplines 100
6. Next steps
7. Questions?

## Learning outcomes

- Gain insight into ways in which Reading Apprenticeship is an evidence-based, equity-focused approach to teaching
- Gain knowledge of the core principles and routines of Reading Apprenticeship and their relevance to information literacy instruction
- Consider how Reading Apprenticeship could apply to their own instructional practice

## Examples of RA strategies

- **Think Aloud** (Reading for Understanding, pgs. 101 – 107)
  - Helps students learn how to focus on their thinking process when they read as well as well as how to make their thinking visible.
    - This involves selecting a short passage of text that is easily accessible but that also provides opportunities for close reading and problem solving.
    - The instructor demonstrates thinking strategies / metacognitive problem solving by thinking out loud as they read a few paragraphs of the text.
    - Next, the instructor invites students to share their observations of the instructor’s thinking processes in a class discussion, i.e. “what strategies did you see me using here?” These are recorded on the class Reading Strategies List (this could be done in Padlet or a Google doc).
    - Continue with reciprocal modeling: the instructor models one or two paragraphs and students comment on what they saw you do; then students practice think aloud with a partner for one or two paragraphs, reporting back to the class what processes they and their partner used; continue adding to the reading strategies list.
  
- **Talking to the Text** (Reading for Understanding, pgs. 108 – 110)
  - This could be described as a “written think aloud.” By making notes about their thinking as they are reading, students make their thinking visible to themselves and then have written notes to discuss later with a partner or the whole class. Many students feel safer and better prepared to discuss texts and their reading process after having had time to record their thoughts on paper.
    - Instructor displays the text via projector (using document camera or overhead projector for print or hypothes.is for digital) and models thinking aloud, marking the text with underlines, arrows, questions, comments, etc.
    - Then students read silently and annotate the next paragraph with their own comments
    - Partners share their talking to the text notes and how they cleared up or tried to clear up any roadblocks they came to
    - Volunteers share their strategies with the class
    - Instructor adds students comments to the demonstration text and labels them e.g. “asking questions”, “visualizing”, “predicting” etc.
    - Repeat process if time allows

- **Developing a List of Reading Strategies / Capturing the Reading Process**  
(Reading for Understanding, pgs. 94-95)
  - By sharing their reading strategies, students begin to appreciate the great variety in strategies and approaches that different readers bring to a text.
    - Choose a slightly challenging text that will be intriguing to students, ask them to read the text silently.
    - Ask students to write down a few notes about what they did to make sense of the text: what reading processes they used to solve comprehension problems, stay involved in the text, or make connections from the text to other knowledge or ideas.
    - Invite students to share their strategies first with partners or in small groups, then with the class. Ask students “what did you do?”, “why did you decide to do that?”, “how did that help your understanding”?
      - Example responses “summarize or paraphrase a difficult reading passage”, “break down reading into smaller chunks”, “reread or read more slowly and deliberately”

### **Think / Pair / Share Questions**

1.) Are there ways in which you have already been explicitly addressing reading in your teaching? If so, how has your approach been similar to / different from what was described in the presentation?

2.) Are there other applications in information literacy instruction for RA beyond what was discussed today?

3.) What do you envision as opportunities / challenges in using RA routines in your teaching?

4.) Are there potential collaborators on your campus who might be interested in exploring the RA framework with you?

### **Example activity #1 – “Interpreting Resources”**

Use an article that you’ve identified as potentially useful for your literature review to address the following questions

1. As you’re reading the article make a list of any strategies you commonly use to make sense of a text, highlighting / copying key sentences, for instance.
  
2. Even if you weren’t explicitly aware of them while you were reading, what strategies or approaches did you use to engage with or make sense of this text at points where the text unclear?
  
3. Share your findings with a partner and document the similarities and differences in your approaches.

### **Example Activity #2 – “Capturing the Think Aloud Process”**

Document your partner’s process as they’re evaluating information – what questions or comments are coming up for them? What strategies are they using to understand and evaluate the list of search results?

#### **References:**

Schoenbach, R., Greenleaf, C., Cziko, C., & Hurwitz, L. (2012). *Reading for Understanding*. San Francisco: Jossey-Bass.

Johnson, S. (2019, April 21). The Fall, and Rise, of Reading. *Chronicle of Higher Education*. Retrieved from <https://www.chronicle.com/interactives/20190419-Fall-of-Reading>

#### **Examples of RA in practice:**

<https://readingapprenticeship.org/impact-stories/videos/classroom/>