Rethinking Preparation for Content Area Teaching: The Reading Apprenticeship® Approach

By Jane Braunger, David M. Donahue, Kate Evans, Tomás Galguera

This book illustrates how to effectively incorporate the Reading Apprenticeship instructional model into secondary teacher preparation programs. Arguing that teacher education programs need to foster a broader understanding of adolescent literacy, especially if teachers are to help their students read in discipline-specific ways, the authors show how Reading Apprenticeship can strengthen content-based instruction, how elements of the model can be embedded in teacher preparation curricula, and what types of course activities enable new teachers to understand and practice this approach.

Add to cart

$40.00

Description

This book illustrates how to effectively incorporate the Reading Apprenticeship instructional model into secondary teacher preparation programs. Arguing that teacher education programs need to foster a broader understanding of adolescent literacy, especially if teachers are to help their students read in discipline-specific ways, the authors show how Reading Apprenticeship can strengthen content-based instruction, how elements of the model can be embedded in teacher preparation curricula, and what types of course activities enable new teachers to understand and practice this approach.
The Reading Apprenticeship framework has received national recognition as an effective, research-based instructional approach that supports all students in successfully engaging with and learning from academic texts. First introduced in *Reading for Understanding* by Ruth Schoenbach et al., the approach is based on a program with a proven record of success in boosting the reading levels of urban high school students. Emphasizing social, personal, cognitive, and knowledge-building tools, the Reading Apprenticeship approach can be useful to teachers in any content area classroom.

Visit [Reading Apprenticeship](#) for more information.
The Reading Apprenticeship (RA) Approach to Comprehension. Now to some strategies to help you with some typical college-level comprehension challenges as well as some of your specific challenges identified in the previous exercise. This lesson focuses on a method called Reading Apprenticeship. It is based on the premise that people who have become expert readers can assist learners by modeling what they have learned to do. As explained in the text, Reading for understanding, How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms, "One literacy educator de Emphasizing social, personal, cognitive, and knowledge-building tools, the Reading Apprenticeship approach can be useful to teachers in any content area classroom. In Rethinking Preparation for Content Area Teaching, Jane Braunger and her co-authors make the case for incorporating the Reading Apprenticeship instructional model into secondary teacher preparation programs. Arguing that teacher education programs need to foster a broader understanding of adolescent literacy, especially if teachers are to help their students read in discipline-specific ways content experts and secondary content teachers read disciplinary texts, make use of comprehension strategies, and subsequently teach those strategies to adolescent readers. Preliminary findings suggest that experts from math, chemistry, and history read their respective texts quite differently; consequently, both the content-area experts and. These projects require several teacher-preparation institutions across the country to identify effective practices for teaching adolescent literacy and to develop course curricula that would help prospective teachers integrate literacy instruction into the content domains. Approaches to reading that drew on the ways these disciplines create, commu-. nicate, and evaluate knowledge. Lessons Learned in the Second Year.