

Content Area Literacy Mini-Network: Reading the World

Who are we?

Our Mini-Network is a community of school-based and university-based educators who are learning together about literacy practices in order to enhance our students' learning in all the content areas.

Our Focus

The focus of our work has been deepening our understanding of the framework and strategies of Reading Apprenticeship™.

Our Process & Strategy

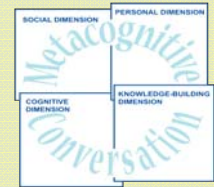
We began our work in 2006-2007 with a two-part, face-to-face session where we were introduced to Reading Apprenticeship.™ After the first session in the fall, we tried the strategies in our classrooms to see how they worked with our students. Then we met in the spring to discuss our successes and struggles, and to expand our learning.

After our second session, we began meeting on-line using Eluminate. The focus of our meetings was to provide mutual support for implementing the framework. During the sessions we continued to share insights, struggles, and successes with the strategies.

This year we have continued our on-line community by revisiting the RA framework, and expanding our discussions into other areas of content literacy. The questions we are using to guide our conversations have been:



- ❖ What is working for us? For our students?
- ❖ What strengths do our students have that we can build on to support their learning?
- ❖ How do we know if it is working? How can we assess their learning and growth?



This summer some of us will be members of teams from each AEIN partner district and faculty from the College of Education and Kodiak Campus will be attending a week-long Leadership Institute in Reading Apprenticeship.

What we are Learning

- ✓ Reading is not a separate skill that can be taught without considering the content.
- ✓ Explicitly teaching literacy strategies seems to help students transfer the skills and ideas across content areas.
- ✓ Having regular metacognitive conversations helps students acquire varied literacy tools. They are gaining confidence and seeing themselves as "readers."
- ✓ Teaching this way requires both small and big changes in classroom practice.

Questions & Puzzles

We have only begun to explore our questions. We want to continue learning together about implementing RA. Of particular interest to us is learning how to build on our students' individual and cultural strengths and assets to support literacy development. And, we want to find classroom-based ways of assessing their learning and development.

