

READING APPRENTICESHIP

TEACHER'S GUIDE

GUIDE TO USING READING STRATEGIES
IN VOCATIONAL EDUCATION



Observatoire
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professionnelle
du Québec



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WHAT IS THIS GUIDE?

This guide contains a whole bunch of ideas for anyone wanting to teach their students about using reading strategies in a learning context. The content is based on the Reading Apprenticeship (RA) approach, which includes not only effective reading strategies, but also better ways of teaching them. This guide is part of a comprehensive teaching toolkit that includes videos and other tools that facilitate experimenting with and implementing RA with students.

WHY USE THIS GUIDE?

This guide will explain the ins and outs of the Reading Apprenticeship approach. By the very fact, it will allow you to improve your practice and to build your self-confidence in applying the RA method with students. This guide will also help to somewhat standardize the methods used by each teacher when wanting to apply RA within a teaching team.

HOW TO READ THIS GUIDE?

The student version of the guide is included in its entirety in the Teacher’s Guide. The suggestions provided here for the application of the Reading Apprenticeship approach are presented as sidebars next to the pages of the Student’s Guide.



The sidebars preceded by a square present general content elements and explain the choices relative to the layout in the Student’s Guide.



The sidebars preceded by a circle propose ideas for the effective application of the strategies.

USING READING STRATEGIES IN VOCATIONAL EDUCATION

The use of various reading strategies has been proven effective in many school settings and there are several methods for learning how to use them effectively. Among these methods is the one developed by Schoenbach, Greenleaf and Murphy (2012) called [Reading Apprenticeship](#).

This method is designed to be used by all types of readers, more specifically by those who must read informative texts in a new field. Therefore, it makes sense for you, as a vocational education student, to learn to read like the professionals of the trade that you will soon be practicing!

The reading strategies suggested in the [Reading Apprenticeship](#) method help readers to retain and understand information.

These strategies will help you to:

- Be a more active reader;
- Identify and correct lapses in comprehension;
- Increase your motivation to read;
- Develop your autonomy as a reader.

In addition to learning the suggested reading strategies, this method integrates periods of collaborative learning and reflecting on the text. Discussing with your classmates and your teacher allows you to share ideas and tips. These discussions improve the implementation of the [Reading Apprenticeship](#) method.

Here are five strategies to put in your toolbox:

1. MAKING PREDICTIONS
2. ASKING YOURSELF QUESTIONS
3. MAKING CONNECTIONS
4. CLARIFYING
5. SUMMARIZING

The strategies suggested are for learning by reading and not learning how to read. The reader must already have a certain mastery of reading.

Read like... As a teacher and person from the trade, you have all the necessary expertise to get the students to read "like pros"!

Any approach used for RA is fundamentally subjective. For the same outcome (attaining one of the objectives or another), the methods used by the students can vary tremendously!

READING STRATEGIES



As illustrated in the diagram, these strategies are meant to be used in combination while reading. For example, the Ask yourself questions strategy is often used with the Making connections and/or the Clarifying strategies. You should not be trying to use only one strategy at a time nor be trying to use the reading strategies in some specific order.

HAPPY READING!

It is interesting to consider learning the strategies as we would competencies. Thus, there is no end to learning and developing strategies.

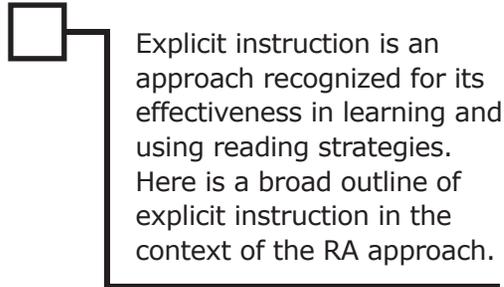
The diagram illustrates several ideas about the strategies and their relationships:

- The strategies all target common objectives.
- The strategies are often simultaneous and interconnected. They are dealt with in a back and forth way rather than in sequence.
- The Making predictions strategy is used more when starting out reading and is more all encompassing than the other strategies.
- The Summarizing strategy is used more toward the end of reading as compared to the others.
- The names, icons, and colours are all ways of recognizing the strategies.

EXPLICIT INSTRUCTION IN A FEW WORDS

Explicit instruction consists of showing all training components (notions, strategies, tasks, etc.) in a clear, precise, and complete way. Explicit instruction is the result of research into effective practices. This model is essentially based on the conduct of the teacher, who in this context plays the role of “accomplished reader who can be a guide and model for the students” (Giasson, 2011). It is structured teaching in sequential steps that are highly integrated (Gauthier, 2013). It proves to be very effective with all students, even more so with those who have reading difficulties.

In Godbout, M.-J., Turcotte C., and Giguère, M.-H. (2014)



Explicit instruction is an approach recognized for its effectiveness in learning and using reading strategies. Here is a broad outline of explicit instruction in the context of the RA approach.

Explicit instruction is performed in three steps:

- Modelling
- Guided practice
- Independent practice

The loudspeaker answers questions that each student must ask themselves at every step:

- What?
- How?
- When and why?

In explicit instruction, the loudspeaker moves around:

- from the mind of the teacher towards that of the student (modelling);
- from the mind of the student towards that of another student (guided practice);
- from the mind of the student towards that of the teacher (independent practice).

“Yes, but that’s what I already do!”

is what we often hear when presenting explicit instruction to teachers although that is not always the complete truth! During a traditional lecture class, essential parts of explicit instruction are often forgotten.

FOLLOWING THE STEPS

Modelling:

Often successful because of the similarity to the traditional lecture class.

Guided practice:

Often omitted because the importance of the social aspect is minimized when learning to read.

Independent practice:

Often omitted because we think that learning is guaranteed once the teaching is done.

ANSWERS TO QUESTIONS

What:

Often omitted because it seems obvious to the expert (inference).

How:

Often successful because of the proximity to the action.

When and why:

Often omitted because they are not objectified (automaticity).



See the bibliography at the end of this document to find out more about the different components of RA.

MAKING PREDICTIONS



CLIMBING EVEREST OR JUST TAKING A LITTLE STROLL?



Before heading out, we have to plan our outing.

- Is it a trip of just a few hours or several days?
- Which boots would be the most appropriate?
- What equipment do I have to bring?
- Is it a known route?

You can ask all these questions when reading as well.

HERE ARE A FEW GUIDELINES FOR USING THE MAKING PREDICTIONS STRATEGY

WHY USE IT?

- To get prepared for reading.
- To activate your prior knowledge (what you already know about the subject).
- To recognize the emotions that the text evokes (curiosity, boredom, enthusiasm, insecurity, etc.).
- To identify the tools that may be useful to you.
- To build and maintain your motivation.

WHEN TO USE IT?

BEFORE YOU START READING:

- When you are about to start reading a text or a new section of a text, make a prediction.
- Make use of the headings and subheadings, the images, the text boxes and your knowledge on the subject as hints.

WHILE YOU ARE READING:

- Remain active, revise your prediction. (Were you right?)
- Make new predictions.

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The icon and the colour code help identify each strategy.

The analogies and their accompanying icons foster the anchoring of the strategy.

Each of the five strategies is presented to the students using the following common headings: Why use it?, When to use it?, How to use it?, Examples of questions, and Examples of traces.

An **educated guess** is the wager of adequate preparation whereas the continuous confirmation or refutation of a prediction is the guarantee of successful achievement! Hence its inclusiveness....

The role of **prior knowledge** is of major importance for all the strategies. Rely on activating it often!

Leaving **room for errors** allows students to gain confidence in the formulation, confirmation or refutation of a hypothesis without belittling their abilities.

This strategy is used mostly when starting to read, but not exclusively.

HOW TO USE IT?

- Look over the table of contents if there is one, the heading and the subheadings, the charts, the images, etc.
- Skim over the text.
- Formulate hypotheses about the content of the text you have read.
- Make connections with your prior knowledge of the subject and the information provided by the teacher (the objectives, the course outline, etc.).

EXAMPLES OF QUESTIONS

- How will reading this text be useful to me?
- What will this text be about?
- What will be discussed in the next part of the text?
- What do I already know about this subject?
- Is it related to another competency?
- Have I already read or heard something about this subject?

EXAMPLES OF TRACES

- In the margin, quickly note down any ideas, predictions, or connections with prior knowledge.



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Getting a bit of an idea of what we are about to read before we read it allows for preparation of:

- “mental compartments” where knowledge can be placed; or
- “anchors” to hold new knowledge.

Making connections will become much easier afterwards!

Let them dare! Accompany the students without any judgments about the confirmation or refutation of a hypothesis along the way. Surprisingly, getting your prediction wrong is not pointless. On the contrary, it leads to the recognition of conventional wisdom, false beliefs, and, above all, to the construction of new knowledge.

Despite your expertise and your knowledge of the text, it is preferable **not to correct the students’ hypotheses** before they have applied the other strategies themselves. This way, they will be able to confirm or refute their own hypotheses. As always with RA, teachers should accompany the students in their use of the strategies, not correct them!

ASKING YOURSELF QUESTIONS



SHOULD I TURN LEFT OR RIGHT?

- Where do you want to go?
- How do you want to get there?
- Do you want to get there as fast as possible or do you want to enjoy the scenery?
- Are you still on the right road?

On the road, it is important to keep the focus on your destination and to be on the lookout for the signs, rather than just racing ahead with your head down.

The same applies to reading.

HERE ARE A FEW GUIDELINES FOR USING THE ASKING YOURSELF QUESTIONS STRATEGY

WHY USE IT?

- To remain active while you are reading.
- To better react to the text by quickly identifying lapses in comprehension.

WHEN TO USE IT?

BEFORE YOU START READING:

- When you are about to start reading a text or a new section of a text, ask yourself questions about the text.
- To get started, use the Make predictions strategy and your prior knowledge about the subject.

WHILE YOU ARE READING:

- Remain active, regularly ask yourself questions and try to answer them.

AFTER YOU HAVE FINISHED READING:

- Make sure you have answered all your questions with the help of the Clarifying strategy.

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Ice breakers have been developed for the students! Feel free to use them yourself as well!

The "WHY USE IT?" section allows students to get a good grasp of the objectives of the strategy. The students can then put it to use and appreciate its true value!

Modelling takes on its full importance here! Turn your loudspeaker way up!

The use of some strategies lay outside the reading moment (now). These moments (before and after) are just as important.

Getting the students to **doubt** is one of the first steps in supporting their learning! Do not hesitate to sow doubt through the use of questions!

HOW TO USE IT?

- Write down any questions which come to mind.
- Put question marks in the margin of the text and write in the answers when you find them.
- Use the Making predictions strategy.

EXAMPLES OF QUESTIONS

- What does this word or concept mean?
- How can the images, tables, diagrams, etc., help me?
- Did I understand?
- What did I understand?

EXAMPLES OF TRACES

- Write your questions and their answers in the margin.
- Highlight passages which you are uncertain about and identify them with a question mark.
- Highlight words you don't know.

All questions asked about the text are **relevant!**
You only have to initiate reflection and start the discussion...
Do not hesitate to use **engaging questions** to stimulate discussion!

Remind the students that not all questions need to be answered **immediately.**

Reviewing the questions is essential. Their role and importance for reading are thus demonstrated to the students.

Feel free to restart the cycle of strategies!

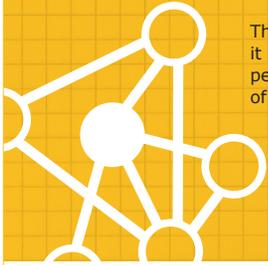
These are examples of traces. Share yours!
Students can also develop their own code!

MAKING CONNECTIONS



ONE STITCH UNDER AND ONE STITCH OVER!

The strings of a tennis racket are woven into a regular grid to give it strength and flexibility. All these interconnections make it a high performance racket. This is analogous to what goes on in the mind of someone who is reading.



HERE ARE A FEW GUIDELINES FOR USING THE MAKING CONNECTIONS STRATEGY

WHY USE IT?

- To remain active while you are reading.
- To facilitate comprehension.
- To remember what you read.
- To deduce implied information.

WHEN TO USE IT?

BEFORE YOU START READING:

- Make connections between your existing knowledge and your predictions.

WHILE YOU ARE READING:

- Make connections between what you have read and why you are reading, or what questions could be on an exercise or an exam.

Short videos are available that illustrate good practices regarding the reading strategies and explicit instruction.

You have access to various educational tools that promote the development and application of reading strategies.

These links are **essential** to anchor new knowledge! Otherwise, everything is just floating and tends to "drift away"!

HOW TO USE IT?

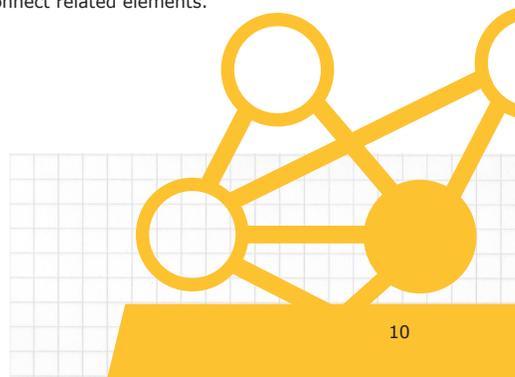
- Make connections not only between the ideas expressed in the text, but also with anything else that lies outside the text (tasks to be done, already known ideas, other information, etc.).
- Find similarities, differences, points of comparison, and contrasts between the concepts or ideas in the text.
- Take cues from words which specify the relationship between the ideas (because, however, therefore, etc.).

EXAMPLES OF QUESTIONS

- What are the connections between the elements presented in the text?
- What connections can I make with my prior knowledge (for example: this reminds me of...)?
- What is the explicit information (that which is clearly stated in the text)?
- What is the implicit information (the information which you must deduce)?

EXAMPLES OF TRACES

- Use a system of symbols in the margins.
- Organize the information into a table, a concept map, a diagram or a schematic to illustrate the connections.
- Draw lines between elements that are related.
- Use a colour code to group information on the same subject (related elements).
- Use numbers to connect related elements.



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- Reading a **technical text** does not involve as much “reading between the lines” as when reading fiction. However, the reader must sometimes deduce information to fully understand the content of a technical text. Then, a reader might have to:
- process information (to make it more general or more specific to a given context);
 - transfer information to apply it to a different context than the one in the text;
 - extrapolate information from the information given (for example: a condition, an effect, a consequence).

CLARIFYING



TURN ON YOUR FOG LIGHTS!

To clarify means "to make more clear or understandable". It is like cutting through the fog to better be able to see the road signs and know where you are. When we can see clearly, we are less likely to have an accident, go around in circles, or get lost. In the same way, you can also shine light on the text....

HERE ARE A FEW GUIDELINES FOR USING THE CLARIFYING STRATEGY

WHY USE IT?

- Enhance your comprehension of the text.
- Improve and increase your vocabulary with technical words related to the trade.
- Understand unknown words.
- Identify what is impeding your understanding.

WHEN TO USE IT?

WHILE YOU ARE READING:

- Make sure you really understand the overall text as well as the more specific information. Answer your own questions.

During guided and independent practice, the loudspeaker on the students' heads allows to see if their comprehension is accurate! Adjust as soon as necessary, in order to avoid improper interpretations.

You can provide a **technical lexicon** or suggest students to develop their own, which will engage them further in the process!

It is preferable to not wait for questions to arise. With experience, you can probably identify what might be causing problems in the text. **Calling on students** to evaluate their comprehension at critical points might be worthwhile.

HOW TO USE IT?

CLARIFYING AN UNKNOWN WORD:

- Make use of its similarity with other known words.
- Take a cue from the prefixes and suffixes.
- Base yourself on the words surrounding the word to be clarified (the context).
- Continue reading a little further to see if the meaning of the word is clarified.
- Look it up in the dictionary.

CLARIFYING THE MEANING OF A PASSAGE YOU DIDN'T UNDERSTAND:

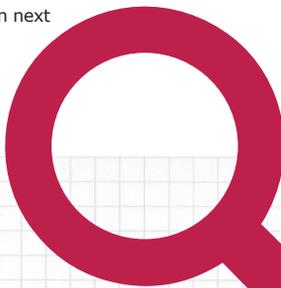
- Stop and reread the passage more attentively, using the other reading strategies.
- Discuss the text with other students or the teacher, to see what they think various passages in the text mean.

EXAMPLES OF QUESTIONS

- Are there words or parts of the sentence that I don't know?
- Can the word be replaced with a synonym?
- Do I know a word from the same family?
- Is it technical vocabulary related to my trade?

EXAMPLES OF TRACES

- Circle the words that are giving you trouble.
- Write in synonyms for difficult words.
- Write a short definition in the margin for any previously unknown words.
- Write a short explanation in the margin next to any difficult passages.



Encourage **collaboration** between students. The social aspect of learning through reading has been proven effective!



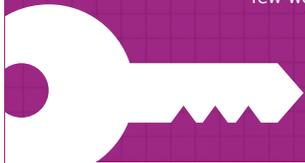
The traces that students leave are a gold mine of information! Take the time to stop and ask the students about them!

SUMMARIZING



FIGURE IT OUT, FIND YOUR KEY!

Trying to figure out a code is all about finding the key. Summarizing is sort of like finding the key to a code... this strategy allows you to express what you have understood in one word (or in just a few words).



HERE ARE A FEW GUIDELINES FOR USING THE SUMMARIZING STRATEGY

WHY USE IT?

- To better remember information.
- To better organize your ideas.
- To better understand the text.
- To present the ideas in the text accurately and concisely.
- To validate your comprehension of the text.
- To prepare your revision of the text.

WHEN TO USE IT?

WHILE YOU ARE READING:

- Reducing the idea of a paragraph down to just one word would be a brilliant idea.

AFTER YOU HAVE FINISHED READING:

- If necessary, restate the text in a few sentences.

The development of this strategy allows you to get around the **"I understand myself!"** or the **"I know it, I just don't know how to put it in words!"**.

This strategy is possibly the **hardest to master**. It calls upon higher cognitive functions. Modelling and practicing are even more important here!

This strategy is usually used more towards the **end of reading**, as compared to the other strategies. However, it can be used at other times because summaries of paragraphs can lead to making connections or clarifying an entire text.

HOW TO USE IT?

- Identify the main idea and the secondary ones.
- Restate the ideas in your own words on paper or in your head.
- Make a table, a concept map, a diagram or a schematic to illustrate the connections.

EXAMPLES OF QUESTIONS

- What is this text about?
- What was the purpose of the text?
- What observations did you make from the text?
- Is it divided into sections? What is each of them about?
- How is this information useful to me or how will it be?

EXAMPLES OF TRACES

- In the margin, restate a paragraph in one word.
- Leave distinctive marks (for example, highlight procedures in yellow, required material in orange, health and safety information in blue, etc.).
- Highlight some global elements (for example, a summarizing sentence in the concluding paragraph).
- Organize the information into a table, a concept map, a diagram or a schematic to illustrate the connections.

○ **Summarizing** information is not simply repeating it!

○ **Reviewing the predictions** takes on its entire meaning here!

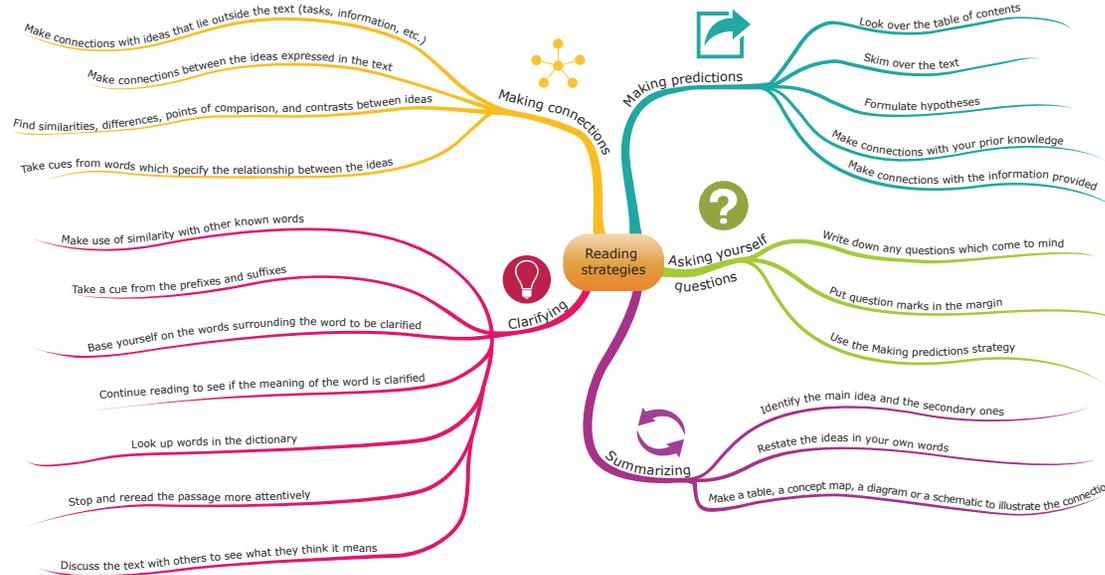
○ The more a summary is **accurate and precise**, the more the application of the strategies was performed successfully! Stress that with the students!

□ Showing your own traces as an expert reinforces modelling. It is also beneficial for students to share their traces with each other.

IN CONCLUSION

Using the five reading strategies will help you become an active reader! The following map allows you to quickly visualize how to use each of the five suggested strategies. If needed, you can print out this map and leave it in plain sight to be able to refer to it quickly!

HOW TO USE THE FIVE STRATEGIES OF THE READING APPRENTICESHIP METHOD



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It would be a good idea to print out this map in large format and display it in the classroom! Use the printable version provided.

It is now up to you to learn the five strategies of the **Reading Apprenticeship** method by using them regularly when reading. You could also start out by using just one or two of them. When you feel sufficiently at ease with that, you can then add others while reading.

The **Reading Apprenticeship** method also includes collaborative group activities and demonstrations by your teacher. These will help you get familiar with using the featured strategies. Participate actively in these activities because by observing others and using the reading strategies often, you will learn to read like a professional.

Finally, the strategies suggested in this guide are an excellent starting point for helping you to properly understand texts read in the context of learning a trade. However, don't forget that there are many other useful reading strategies for understanding a text (for example, reading out loud, annotating, taking part in a group reflection, etc.). You can use these additional strategies in combination with the featured strategies for an even more personalized reading.



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The more you integrate the strategies at different moments of modelling, the more students will tend to use them!

Students have a tendency to resist the imposition of active pedagogical approaches like this one. Don't let it dissuade you!

All your efforts to represent concretely the strategies and their effects on learning will bear fruit in the long run!

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