Support: Partner Reading

ELA	Math	Science	Social Studies
➔ research tasks ➔ assigned readings ➔ giving feedback	➔ solving word problems	➔ collecting relevant data and/or evidence across various, valid resources ➔ comparing various sources to create a coherent understanding of a phenomena ➔ revising a consensus model ➔ exchanging theories and evidence cooperatively ➔ When reading: ◆scientific journals ◆charts ◆graphs ◆secondary sources that cover scientific topics or processes	➔ reading: ◆primary sources ◆secondary sources ◆charts ◆graphs ◆timelines

Who could this support? Students who may need more support reading the text independently and could benefit from support from a peer. This is especially helpful for ELLs.

Purpose:
- to build students' fluency by hearing the words and seeing the letter/word correspondence so that they will recognize the word(s) again
- to build the skills of listening and speaking, which are important to the development of literacy

Communicating the purpose: It is very important to communicate the purpose of the strategy with the students so that they know what they are doing and why. This helps with motivation and buy-in for the lesson and topic. Building fluency helps aid students in better comprehension of the text.

Process

Prework
- Pre-read the selected text so that you can become familiar with the words/ideas in the text and have a plan for where students may struggle. For text with heavy domain-specific vocabulary, consider some work with words before reading by selecting the "Vocabulary Support" document from the Disciplinary Literacy documents for the students. Be sure to follow the guidelines if you are teaching from an exploratory curriculum by not front-loading Tier III vocabulary. See Vocabulary Support document for more information. Consider teaching the "Annotating" strategy prior to the reading strategies so that students know best practices while reading.

Step 1
- Communicate the purpose of the support (Partner Reading) to the students.

Process (continued)

Step 2   Pair students by mixed reading levels and consider pairing together students who have the same native language. Students will read the text in English; however, pairing students with the same native language allows students to question each other about words they may not be familiar with. Name them as A and B.

Step 3   Model for the students what the strategy will look like when it is done correctly. Model how you would like A to start and B to listen and to track the reading by following along. Make sure students know when to allow the other partner to start reading (after the paragraph, page, etc.) Model effective speaking and volume and make sure to model effective listening as well.

Step 4   Establish a purpose for reading so that students are not just reading to read. The purpose could be to find the main idea (ELA), to support or make an alternate claim (Math and Science), to find the development of a claim (ELA, Math Science, or S.S.), to answer key questions in the curriculum (all content areas), etc.

Step 5   Direct students to start reading for the intended purpose. If students are not following the expectations modeled, call students back and explicitly tell students what expectation was not being followed. Model the expectation again or call on another student to model the expectation before allowing them to continue. It is also wise to put up a timer for certain sections to keep students on track.

Step 6   Make sure to debrief what they read. Students can debrief with the partners first by either answering some general who, what, when, where, why or how questions, or you can provide a guided essential question for them to answer. You can then conduct a whole-class discussion or share so that you can ensure all students understood the text.

I know I'm successful when…

- You will be successful when you see ALL students tracking the reading (Tracking could include with their finger, pencil or even tracking with their eyes, for more proficient readers.), as well as when students start to recognize some of the words read and begin reading content-area text with the appropriate fluency and prosody, or at least building towards it.

- For possible tracking of student growth, you could pick one skill at a time to check for, and place a checkmark next to their name.

  - Possible skills could be: tracking the reading as they read, finishing the section in the desired time, accurately reading the section by not having more than a certain percentage of errors, reading with the correct prosody, etc. You could monitor these skills on whatever basis you think is necessary: weekly, bi-monthly, etc. This will build success with students reading independently on texts like this in the future and understanding key ideas in the content area.

Additional Considerations

- Students who need additional support may not have the stamina or ability to read a large piece of text independently or with a partner. Preview the text and determine what section of the text is most important to students understanding the take-away for that lesson. Have students independently read the section of the text you have outlined, and determined was essential.
  - Set the purpose for reading that section, letting them know up front what essential question you want them to answer from reading.
  - Set an amount of time, using a timer so they can pace themselves.
  - Have students discuss what they read with a partner before a whole-class share out to build confidence and work through ideas.
- Teachers can hold a conference with individual students to monitor fluency, accuracy and/or comprehension as needed.