

Paired Reading: Developing Critical Literacy, Cross-cultural Awareness and College and Career Readiness

Facilitated by

Lori Howard

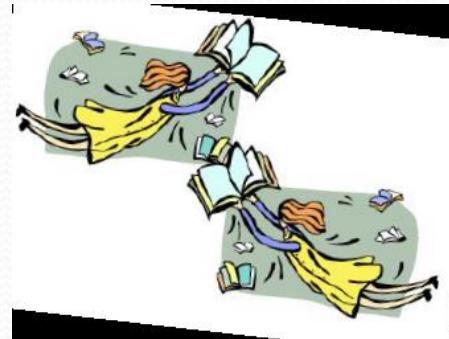
Developed by Lori Howard & Jayme Adelson-Goldstein



**While you wait, think about what
you like about reading**

Handouts

- Paired Reading—Main Handout
- Paired Reading Planning Chart
- Paired Reading Read A
- Paired Reading Read B



In what type of program do you work?

Community
College

Adult
K-12

Corrections

CBO

Other

With whom do you work?

English language learners

ABE learners

ASE learners

HSE learners

Instructors

Paired Reading: Developing Critical Literacy, Cross-cultural Awareness and College and Career Readiness

OBJECTIVES:

- By the end of this session you will be able to...
 - identify how “Paired Reading” lessons support strategic reading, critical literacy, cross-cultural awareness and college and career readiness
 - utilize “Paired Reading” lessons in your own classes

PAIR A

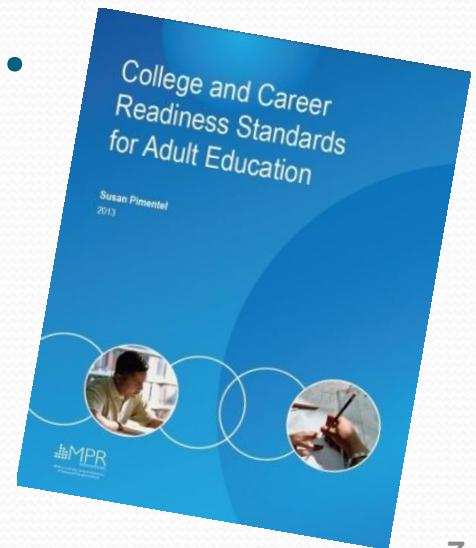
PAIR B

Paired Reading:
Two separate readings, often with different perspectives, on a similar topic

College & Career Readiness

Reading Anchor 9:

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.



Other College & Career Readiness Anchor Standards Addressed in Paired Reading

- *CCR R1* – Read closely to determine what the text says explicitly; make logical inferences; **cite evidence**
- *CCR R2* – Determine central ideas or themes; **summarize** the key supporting details
- *CCR R6* – Assess how **point of view** or purpose shapes the content and style of a text
- *CCR R10* – Read and **comprehend** complex literary and **informational texts** independently and proficiently.



In Paired Reading lessons, learners:

- Form teams of four
- Do pre-reading (schema & vocabulary) tasks
- Choose texts (2 A & 2 B in team)
- Preview for Critical Literacy
- Read texts and answer focus questions
- Pair up: A-A, B-B
- Check understanding in pairs
- Work with their team (A-A-B-B)
- A's present their text's information to B's and vice versa.
- Teamwork on Cross-Cultural & Crit. Lit. questions and tasks

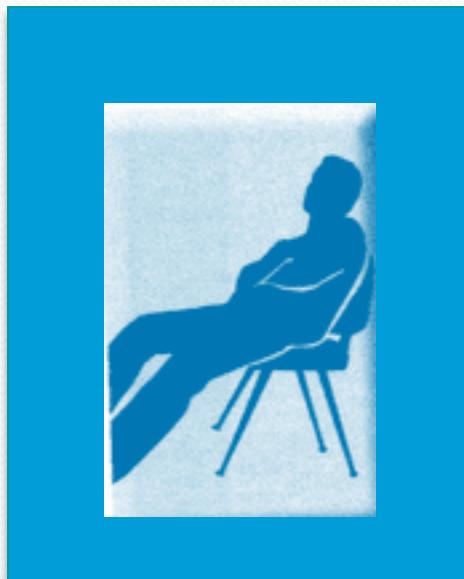
First

- Form a group of four.



Two articles:

- body language A
- types of handshakes B



Pre-reading - Schema Building

**1) What is this woman communicating?
What makes you say that?**



2) Do you like to shake hands? Why or why not?



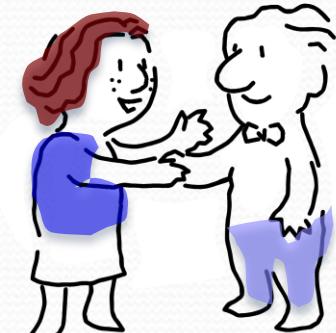
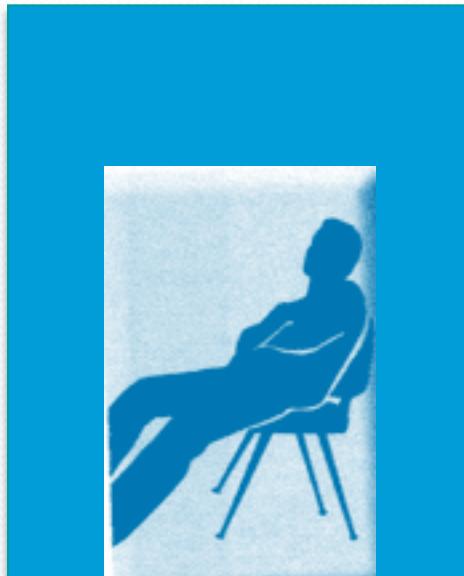
Pre-reading - Vocabulary

- Fill in the first 3 columns of the chart on your own, then talk to a partner and complete the last two columns..

TERM	I USE IT	I KNOW IT	I DON'T KNOW IT	MY PARTNER KNOWS IT	WE NEED TO LOOK IT UP
communicate					
non-verbal					
politician					
grasp					
lean (v)					
powerful					

Choose your article

- body language A
- types of handshakes B



Motivation for reading

Pre-reading- Critical Literacy

- **Where are the articles from?** a book
a website
- **Where are authors from?** the US
- **What type of register do you expect to read?** Academic
“lite”

Read

- **Read your focus questions at the top of the text**
- **Read the text independently and find the answers the focus questions in the text on your own.**
- **Then compare your answers with your partner.**

A

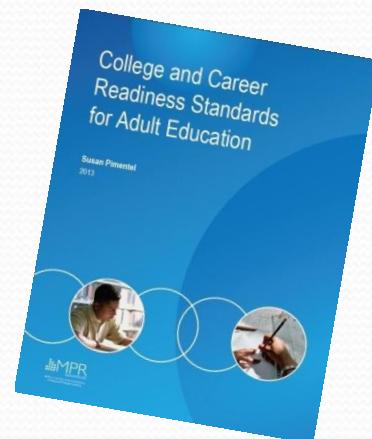
A

B

B

College and Career Readiness Standards: Key Shifts In Instruction

- 1) **Complexity**: Regular practice with complex text and its **academic language**
- 2) **Evidence**: Reading, writing and **speaking** grounded in **evidence from text**
- 3) **Knowledge**: Special emphasis on comprehension of **informational text**



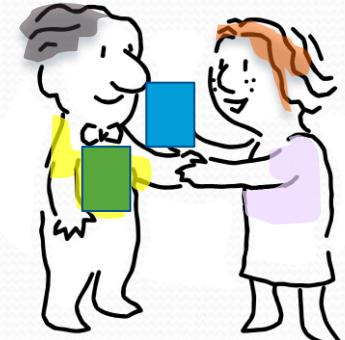
Model Language Frames

- **Cite evidence**

- In paragraph 3, line 2, the text (author) says....

- **Use academic register**

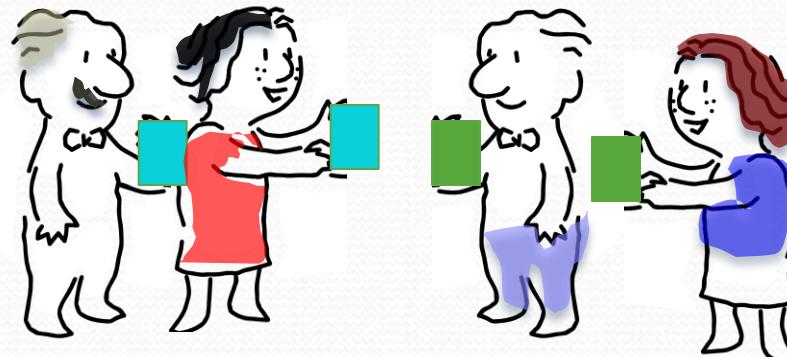
- The “All American Handshake”
 - consists of....
 - Includes....
 - It’s important to..... because....
 - Body language communicates...., and.....
 - Three examples of are....., ... and.....
 -means that.....



Resource: Kate Kinsella

Share what you know

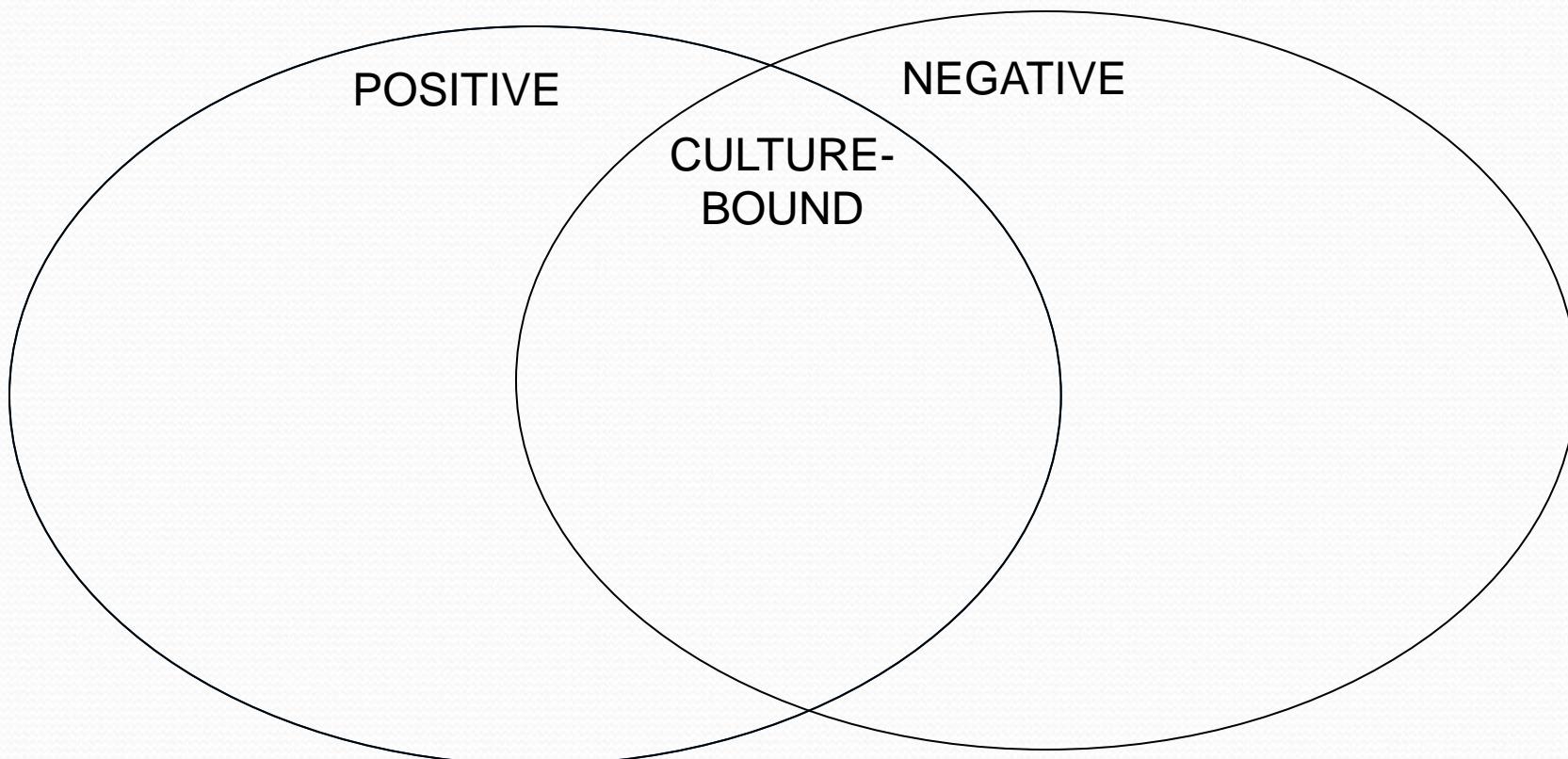
- Work with your group.
- Use one of your focus questions to help you.
- Take turns with your (A-A or B-B) partner to briefly teach the group about your reading.
- Cite evidence and use academic register
(Need help? Use the language frames?)



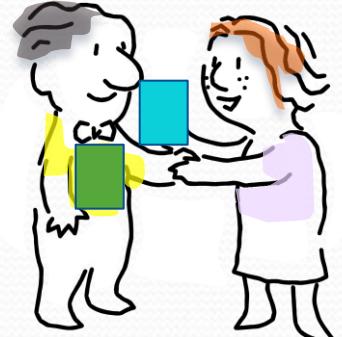
THINK: What kind of non-verbal messages do different types of body language convey? Which are positive? Which are negative? Which are culture bound- E.g. depend on the culture of the “speaker” or the “listener.” What statements in your text support your opinion?

SHARE: Work with your group to complete the Venn Diagram below. You can start with the list below and add your own ideas:

- leaning forward
- yawning
- crossing legs at the knee
- crossing arms in front of chest
- touching the palm in a handshake
- putting hand in front of mouth
- shaking hands firmly
- playing with hair
- squeezing hand in a handshake
- avoiding eye contact



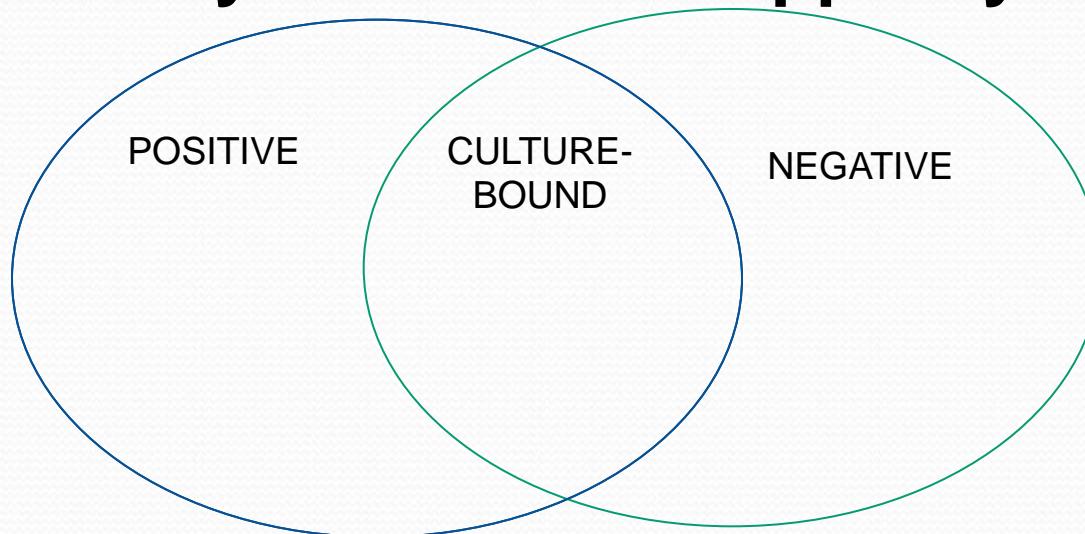
Model Language Frames



- **Cite evidence**
 - In paragraph 3, line 2, the text (author) says....
- **Use academic register**
 - In my opinion.....
 - communicates.....
 - conveys.....
 - Is positive/negative
 - In my culture.....communicates..... but in the U.S. it communicates.....

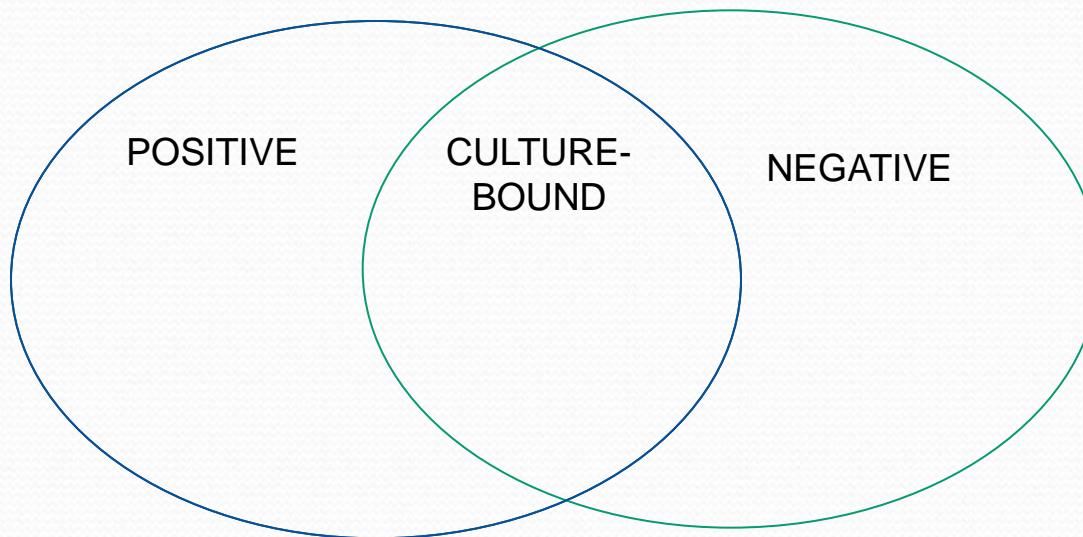
Share what you think

- Work together to fill in a diagram about the messages conveyed by body language and different handshakes.
- Reach consensus in your group. Use information from your texts to support your ideas.



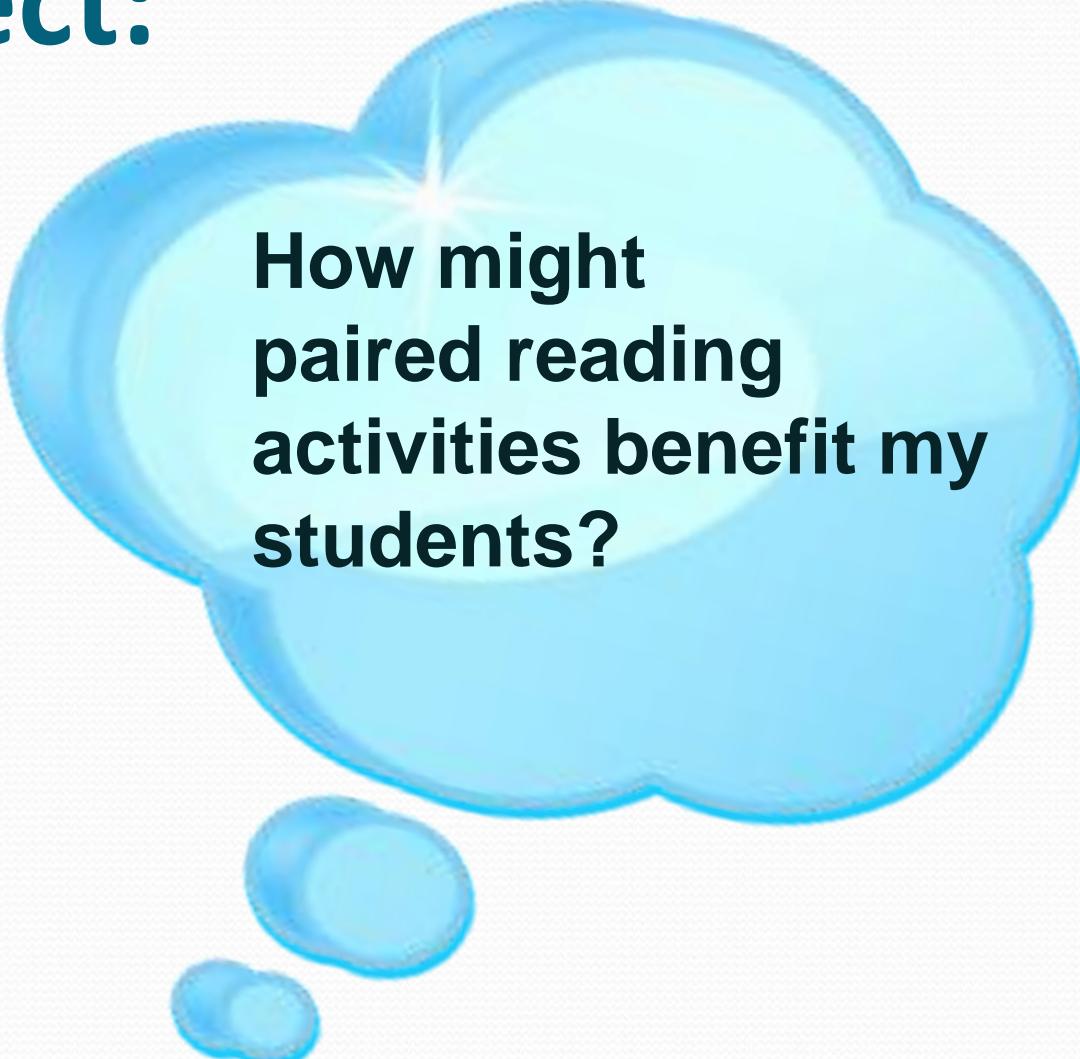
Think & Discuss: What type of messages does body language convey?

- leaning forward
- yawning
- crossing legs at the knee
- crossing arms in front of chest
- touching the palm in a handshake
- putting hand in front of mouth
- shaking hands firmly
- playing with hair
- squeezing hand in a handshake
- avoiding eye contact



.” What statement in your text supports your opinion?

Reflect:



**How might
paired reading
activities benefit my
students?**

Paired Reading Texts (Bibliography)

Textbooks with Paired or Jigsaw Readings

- Adelson-Goldstein and Howard
Read and Reflect Books Intro, 1 and 2. OUP
- Adelson-Goldstein
Step Forward Multilevel Activity Books 3 and 4 OUP.
- Cameron, Penny.
Across the Americas. Dominie Press
- Coelho, Winer, and Winn-Bell Olsen, *All Sides of the Issue: Activities for Cooperative Jigsaw Groups*. Alta

Sources for Paired Reading

Texts (see handout for links)

- Op Ed pieces (Pro/Con)
- Articles on Cross-cultural interactions and issues
- Different sides of social issues
- Articles on jobs, money and other topics:
- Contrasting movie reviews:
- Articles on scientific and mathematical breakthroughs
- Articles that can be searched by topic and lexile level

Resources:

Handout

- The steps and a planning template for Paired Reading lessons
- A bibliography of current research and shared reading resources.
- The articles you read on Body Language and Handshaking

WIKI

- Sample Paired Reading texts
- “Paired Reading” article by the presenters

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FOR MORE READINGS AND THE EXTENDED HANDOUT GO TO:

<http://pairedreadingtesol2014.pbworks.com>

