

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

**Facilitated by  
Lori Howard**

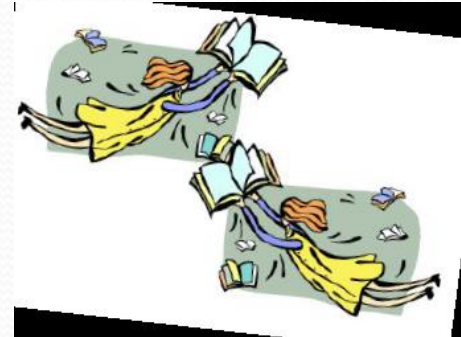
**Developed by Lori Howard & Jayme Adelson-Goldstein**



**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



## The Joys of Social Media

If you are like most people, you already use at least one social media platform, but you may still have some questions about social networking. Is social media helping or hindering your life? Is it safe?

text text text text text text text text text  
text text text text text=

PAIR B



## **Thumbs Down to Social Media**

With over one billion people on Facebook, it's not surprising that it is almost like our new virtual earth.

while this is pretty fantastic, is it possibly damaging us at the same time?

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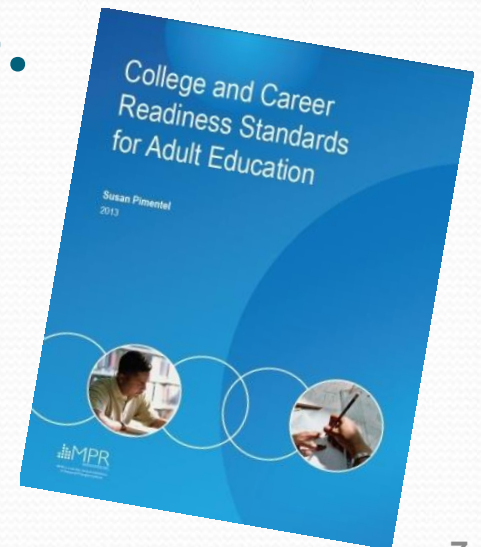
***Two separate readings, often with different perspectives, on a similar topic***

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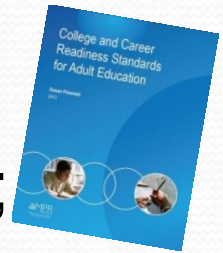
# College & Career Readiness Reading Anchor 9:

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

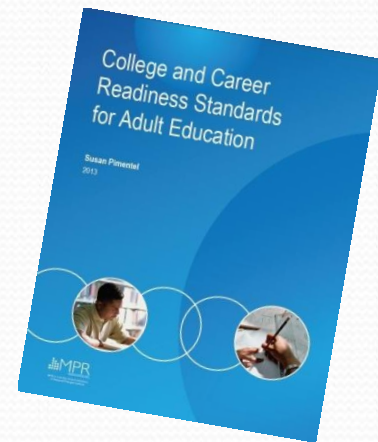
B

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....

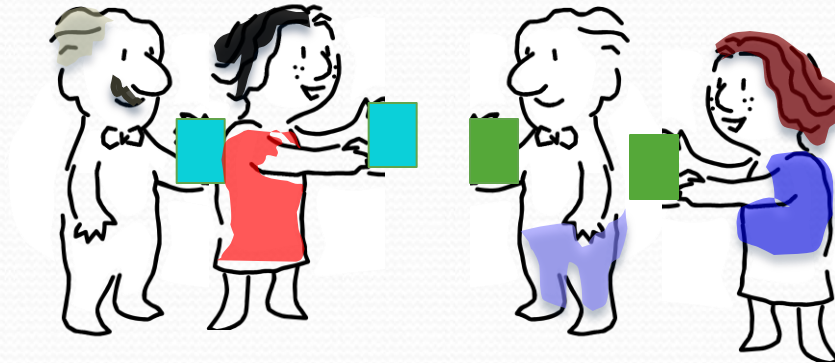
- **Use academic register**

- 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?)



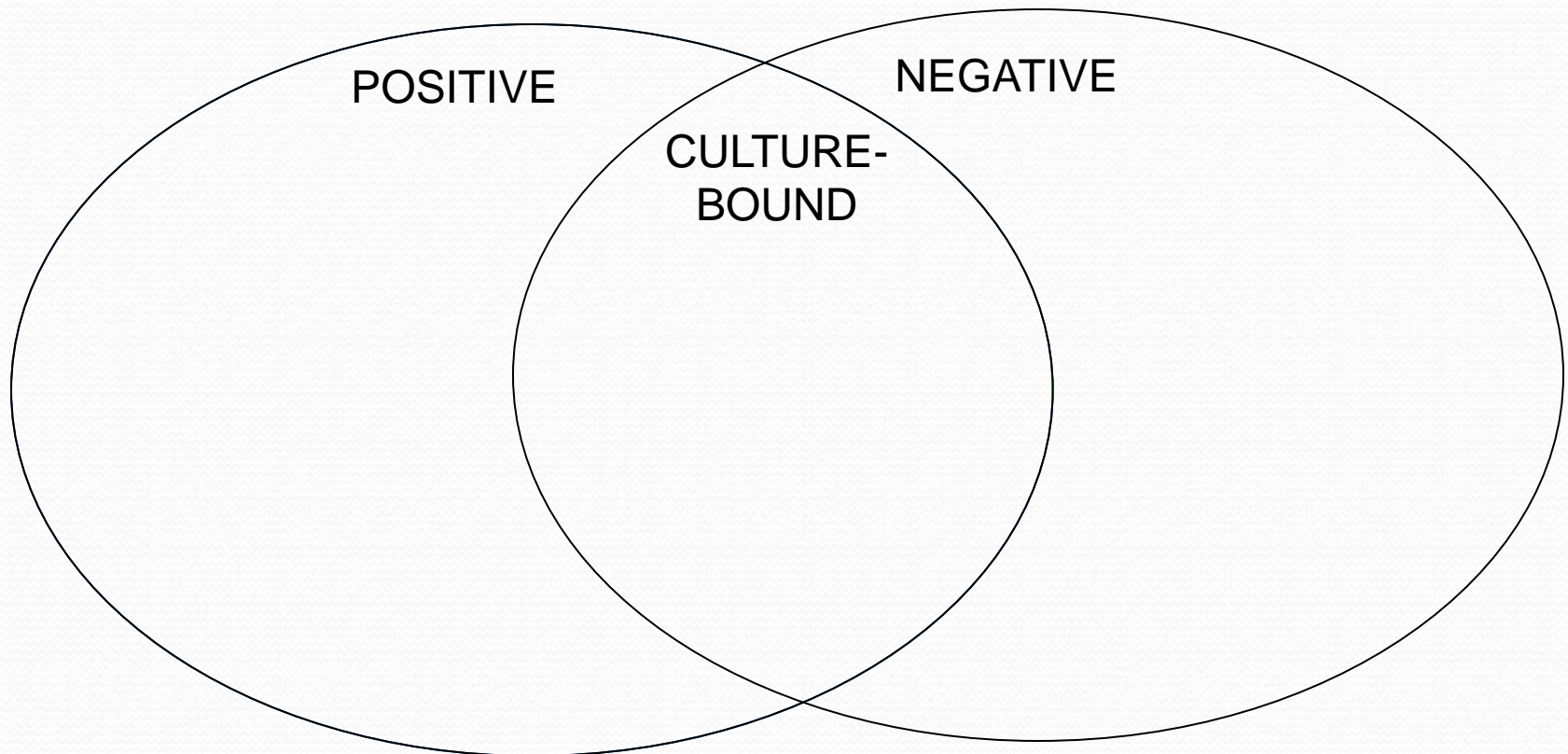


**THINK:** What kind of non-verbal messages do different types of body language convey? Which are positive? Which are negative? Which are culture bound- E.g. depend on the culture of the “speaker” or the “listener.” What statements in your text support your opinion?

**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**

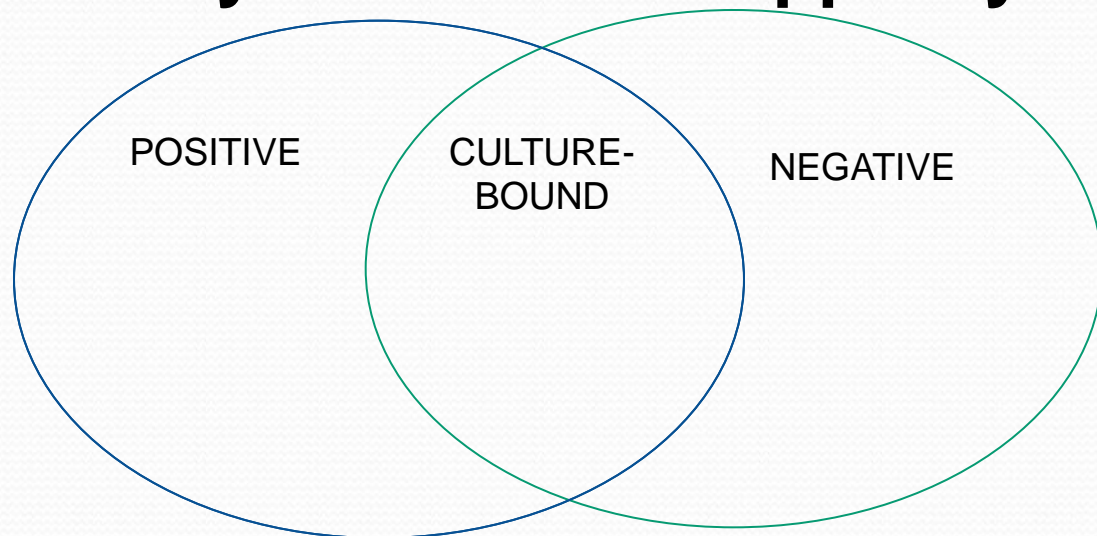
- In paragraph 3, line 2, the text (author) says....

- **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

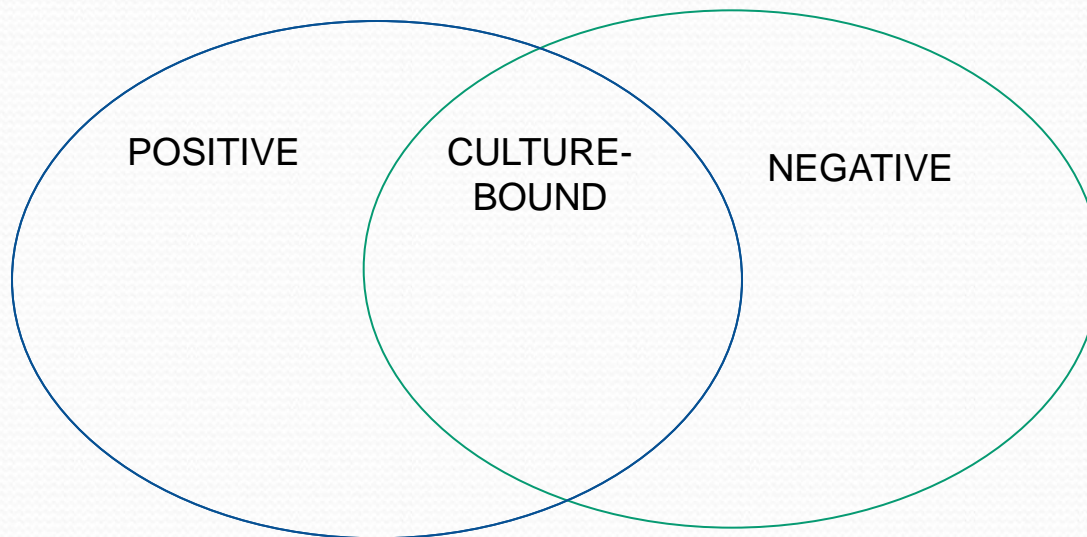
- **Work together to fill in a diagram about the messages conveyed by body language and different handshakes.**
- **Reach consensus in your group. Use information from your texts to support your ideas.**





# 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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- ✓ • **utilize “Paired Reading” lessons in your own classes**



**FOR MORE READINGS AND THE EXTENDED HANDOUT GO TO:**

<http://pairedreadingtesol2014.pbworks.com>



**THANK  
YOU!**

