

Pairs Read

What is it?

- ☺ A collaborative reading/learning strategy in which pairs of students take turns reading aloud and paraphrasing the text. [This strategy addresses both Speaking and Listening standards.]
- ☺ This strategy requires collaborative learning as students read and digest text. Students help each other increase their knowledge and understanding of the text by reading aloud to each other.
- ☺ While one student reads aloud, the other student listens then paraphrases what she heard as the main ideas.

Rationale

- ☺ Assigning pairs of students to read and paraphrase the text not only provides practice in the skill of paraphrasing, but it is a way to ensure that all students are actually *reading and constructing meaning from the text*. We know that students often avoid reading text assigned as homework, especially those who read below grade level. The students who *do read* the text book are usually the higher achievers who are proficient readers.
- ☺ It's important for us to take responsibility for finding ways to improve the reading comprehension of our struggling readers. Pairs Read is a way to make sure that these readers don't continue to fall further behind because they aren't actually reading. Teachers do need to plan ahead for nonreaders and nonconformists, however. Nonreaders and struggling readers may be grouped with two other readers, instead of just one reading partner. He may take turns being a listener while the other two take turns as readers and listeners. Careful teacher monitoring is required to ensure the full participation of all students.

Advantages

- ☺ All students are engaged in reading and constructing meaning from the text
- ☺ Provides incremental comprehension checks of smaller chunks of text, which is important for below average readers
- ☺ Struggling readers and special needs students are included, reinforced, and given support as needed, which improves motivation and confidence for reading
- ☺ Even students who struggle with *reading* text are hearing and paraphrasing the content information, even if they cannot read it themselves

Teachers Express Concerns Regarding . . .

- ☺ Nonconformist students and those who do not like to participate?
- ☺ Benefit to nonreaders?
- ☺ Classroom noise level?
- ☺ ADHD/ADD and ESL students?

How To Teach The Strategy

1. Choose a selection for the students to read and break it up into manageable sections, often by paragraphs.
2. Model the Pairs Read strategy by recruiting a class member to help you demonstrate the procedure and establish expectations. Ask your partner to read aloud the first paragraph of the selection. You will then paraphrase the content of the paragraph she read. Next, you will read the second paragraph of the passage aloud while your partner serves as coach. She should then paraphrase the information she heard.
3. Direct students to read and process the rest of the passage with their assigned partners.
4. Arrange students into pairs with one being the coach and the other being the reader. The reader reads the first paragraph of the passage out loud to the coach. The coach then paraphrases the paragraph. The coach can also ask questions of the reader to help clarify the reading, and the reader can prompt the coach if necessary.
5. The students reverse roles, and the new reader reads the next paragraph to the coach.
6. The new coach summarizes the main idea of the paragraph and discusses any supporting details necessary for understanding.
7. Students continue alternating roles to read and summarize as they complete the passage.
8. As an occasional option, try having the reader paraphrase what he read and have the listener make additions or corrections to the summary.
9. As an optional follow-up writing activity, ask partners to make a collaborative list of the main points and details they remember from the passage.

Taken from:

Smart Step/Next Step: Strategies for the Content Areas (Grades 5-8 and 9-12), ADE-sponsored Training, 2005