

Paired Reading

Set-up by Teacher

1. **Class list:** Create a list of your students leveled lowest to highest. Divide the list in half. Put the highest student from the top half with the highest student from the bottom half. Put the next highest from the top with the next highest from the bottom list, etc. (You can adjust slightly if there are students that would not work well together.) Students stay with this partner for about 4 weeks so partner carefully.
2. **Decide on a text:** Choose a level for each pair that is 2-5 levels higher than the level of the **lower** student. For example: If the lower student is on a level E, perhaps choose level H or I for the pair to read together. You will only check out 3-4 informational texts and 3-4 narrative texts from your leveled library so adjust levels as needed.
3. **Create bags:** Put the names of both students on the bag. Assign A to one and B to the other. Keep the lower students as the same letter. For the first month have the lower students be A and the higher student B. (Don't share which students are which letter with the students.) Next time switch: A higher, B lower.

Put 2 texts in each bag, 1 narrative and 1 informational. Students will read off of the same text. Also, you may include other items of your choice in the bag: zeno lists, fry phrases, Journeys cold reads, etc.

Fluency: Discuss what fluency is. Go over all 5 parts of being a fluent reader.

Practice Ways to Read

Note: Practice all 6 types with a fluency passage before having students practice in pairs with a book. All of the following examples assume that **student A is the lower student**. You want the lower student to be supported as much as possible with each activity. Next time you regroup, put the lower students as B and reverse the following directions.

1. **Cloze:** Student A(or whoever is lower student) reads and touches words leaving out 1 or 2 words per sentence. (Usually they will pick a word they don't know.) Student B says the word when A stops reading.
2. **Choral:** Both students read together. Student A touches the words as they read.
3. **Echo:** Student B reads a sentence or section. Student A repeats that same sentence or section. Both students touch the words as they read their own section. **Both** follow along as both read.
4. **Whisper:** Both are reading at the same time. Student A whisper reads. Student B reads at a regular volume.
5. **Duet:** Both read together. Student A touches words. If either student misses a word they say stop and figure out the word. Then they reread the sentence that had the mistake.
6. **Partner:** 1 person reads a sentence. The next student reads the next sentence. Etc. Back and forth. They help each other if a word is missed. (This one has the least amount of support for the lower student.)

Daily Sample Schedule (15 minutes daily) Switch jobs often

1. Person A gets the bag. Person B finds a place to sit. (15 seconds.)
2. Person B takes out whatever the teacher says and holds it up. (5 seconds)
 - a. "Student B get out the zeno list (or fry phrases or fluency passage). Read for 15 seconds. Record how many words read. Person B, follow along with your finger. Ready, go." "Now switch, person A read for 15 seconds and record."

- b. "Student A you have 10 seconds to choose a book from the bag. Go". "You will do **Cloze** read today. Student A will read and leave out a word for student B to fill in. Leave out 1 or 2 words per sentence. Ready, go."
3. During the reading, pairs may choose 1 challenging vocabulary word to write on the board. Person A writes the word while person B spells it. Then they sit down and continue to read.
4. At the end of the 10 min. the teacher chooses one or two vocabulary words from the board and discusses their meanings, how it was used in the text, and has a student say a sentence with that word in it.
5. Person B turns in the bag in while person A goes to their seat.

*The trick is to maximize the time they read. Set timers and expect them to move quickly to get ready to read. No wasted time. All students read or follow along.

Teacher

While students are reading, the teacher is: circulating throughout the room, listening to students read, asking questions about the text and helping with words. Make anecdotal notes about the students you listen to read. Use those notes to create lessons for your small-group instruction.

Keep the same book until they have read it a couple of times or you sense they are tired of rereading it. When you switch books, switch 1 book per day. Call one person from the pair to bring up their bag, take out the book to switch and replace with a new book.

Modifications

1. Read or reread the text from Journeys one day each week.
2. Reread the small group text that the higher student read.
3. Change from Zeno words to Fry phrases or to Cold Reads from Journeys.
4. Put a timer in the bag so students can time themselves.
5. Put an index card or graph paper in the bag for students to graph progress.
6. Put a dice in the bag. Students roll the dice to decide which type of reading to do that day. (Save this for April or May.)

Tape on the back of the poster for easy reference:

Cloze: Leave out 1 or 2 words per sentence

Choral: Both reading at the same time

Echo: Person ____ reads a section then Person ____ reads same section

Whisper: Person ____ reads normal level, Person ____ reads softer

Duet: Read together. If partner misses a word, fix it then reread same sentence

Partner: 1 read then the other read the next sentence, etc. Back and forth reading