



Developing College & Career Readiness with Paired Reading



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Additional materials available at <http://tinyurl.com/lekaaoj>

INTO THROUGH AND BEYOND

INTO:

- RELATE TO WHAT LEARNERS ARE GOING TO READ
- ACTIVATE PRIOR KNOWLEDGE ON THE READING TOPIC
- FOCUS ATTENTION ON THE TOPIC AND TEXT
- VERIFY UNDERSTANDING OF KEY WORDS

THROUGH:

HELP LEARNERS TO...

- CHECK THEIR PREDICTIONS
- ACHIEVE GENERAL UNDERSTANDING
- ACHIEVE DEEPER UNDERSTANDING BY FOCUSING ON DETAILS OR SPECIFICS

PROVIDE PRACTICE...

- IDENTIFYING THE COMMUNICATIVE PURPOSE
- SUMMARIZING MAIN IDEAS

BEYOND

- BUILD AWARENESS OF LANGUAGE AND VOCABULARY
- PROVIDE OPPORTUNITIES FOR REFLECTION & REASONING
- CHALLENGE LEARNERS TO
 - GO DEEPER INTO AND BEYOND THE TEXT
 - APPLY WHAT THEY HAVE LEARNED TO CREATE WRITTEN TEXTS

IN A PAIRED READING ACTIVITY LEARNERS...

- ❖ complete pre-reading and vocabulary activities.
- ❖ preview two complementary texts (A or B) and choose one.
- ❖ read texts independently and silently with the purpose of learning and sharing new information
- ❖ pair up according to their texts: A-A, B-B.
- ❖ use focus questions to verify their own and their partner's understanding of the text.
- ❖ form groups of four (A-A-B-B) and present their text's information to each other using the focus questions as a guide.
- ❖ use personal experience, background knowledge, and the information from the texts as the basis of a whole class or group discussion of follow-up questions dealing with cross-cultural issues and critical literacy.

EXAMPLES OF POST READING TASKS (Note that content of charts are groups' opinions.)

PMI Chart

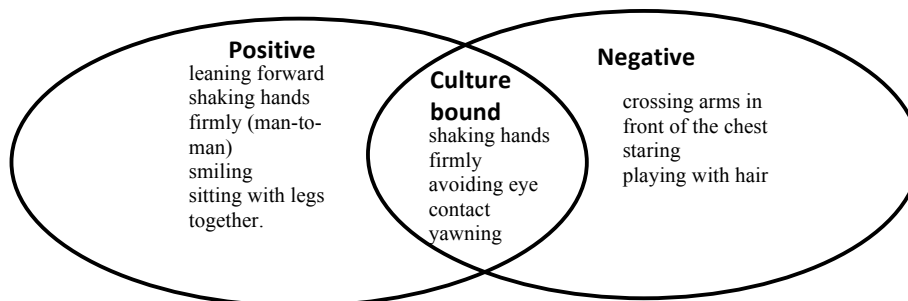
Sample Prompt: *What's good, bad and/or interesting about shaking hands with strangers?*

Plus	Minus	Interesting
<ul style="list-style-type: none"> You can judge someone from their handshake Easy way to show your character You can learn how to shake hands well 	<ul style="list-style-type: none"> Hands are sometimes sweaty In some cultures women and men cannot touch Hands have germs Some handshakes are very aggressive 	<ul style="list-style-type: none"> Different people have different handshakes Some people shake hands with their left instead of their right hand It's interesting to see who will offer their hand first

VENN DIAGRAM

Sample Prompt: *What kind of non-verbal messages do different types of body language convey? Which are positive? Which are negative? Which are culture bound? What statements in your text support your opinion? Complete the Venn Diagram below. You can start with this list and add your own ideas.*

- | | |
|--|--|
| <ul style="list-style-type: none"> • leaning forward • yawning • crossing legs at the knee • crossing arms in front of chest • touching the palm in a handshake | <ul style="list-style-type: none"> • putting hand in front of mouth • shaking hands firmly • playing with hair • squeezing hand in a handshake • avoiding eye contact |
|--|--|



PRO-CON CHART

Sample Prompt: *What are the benefits of being able to read body language? What are the drawbacks?*

PRO (benefits)	CON (drawbacks)
<i>It's possible to "read" a customer. It's useful in dating. You can guess what your boss wants.</i>	<i>You can make a mistake. Not all cultures have the same cues. People may not like being observed.</i>

PAIRED READING PLANNING CHART	
Topic/Cultural Focus: Non-Verbal Communication	
READING A: Source: Website, John Mole's article on Body Language	
Key concepts of the reading: Non-verbal communication lets viewer know your level of interest, whether you agree or disagree, or can communicate character (honest, dishonest, etc.)	Key Vocabulary <i>non-verbal, cross(v)[a part of the body] (Other items defined in text)</i>
Comprehension Questions: <ol style="list-style-type: none"> 1. Who is John Mole? 2. According to Mole, what does body language communicate? 3. Give 2 examples of body positions described in the article and what they mean. 4. Based on what you read, what is your partner's body language saying right now? 	
READING B: Source: Book review (found on web) based on book The Art the Power the Magic – How hands talk.	
Key concepts of the reading: Handshaking is a form of non-verbal communication. In the US, people make judgments based on the quality of the handshake. It can convey a lot about a person, some shakes are positive, others quite negative	Key Vocabulary <i>grasp, crush, truthful, powerful</i>
Comprehension Questions: <ol style="list-style-type: none"> 1. Who is Robert E. Brown? 2. Describe the All-American handshake. 3. According to the article, what can a good handshake communicate? 4. Based on what you read, what impressions can a "bad" handshake give? 	
APPLICATION/EVALUATION TASK(S)	
Critical Literacy Questions: What other types of sources could you go to for information about this topic? Why did the authors focus on North American body language?	
Cultural Awareness Questions: Is body language the same in all cultures? Compare and contrast body language in two different cultures.	
Task (s): Groups create Venn Diagrams charting which types of non-verbal language is perceived as positive, negative or is culture-bound. Members cite information from their articles or prior experiences to back up their opinions. Each group makes a presentation of their Venn Diagram and explains their interpretation of the text.	

PAIRED READING PLANNING CHART

Topic/Cultural Focus:

READING A:

Source:

Key concepts of the reading:

Critical Vocabulary

Comprehension Questions:

READING B:

Source:

Key concepts of the reading:

Critical Vocabulary

Comprehension Questions:

APPLICATION/EVALUATION TASK(S)

Critical Literacy Questions:

Cultural Awareness Questions:

Task (s) :

PRE-READING PLANNING CHECKLIST

A. How will you activate learners' prior knowledge about the texts' topic or theme? (i.e., build schema)

- ☐ **Questions:** Ask questions about learners' prior experience with a situation related to the topic.
- ☐ **Picture:** Have learners look at a picture depicting a situation related to the topic and describe it or answer questions about it.
- ☐ **Survey others:** Have learners survey or interview each other about the topic.
- ☐ **Self-survey:** Have learners self-survey or take a quiz about the topic.
- ☐ **Graph/Chart:** Have learners look at a graph or chart related to the topic and discuss it.
- ☐ **Series of Statements:** Provide a series of statements related to the topic and
 - have learners discuss whether they agree or disagree, supporting their opinions with facts or examples.
 - have the class vote on which are true and which are false. (Variation: Use facts/stereotypes or facts/opinions and have learners vote on which is which.)
- ☐ **Use charts or other graphic organizers to categorize concepts:** Have learners chart concepts related to the topic using a PMI chart: determining whether they are "Plus" (i.e., positive); "Minus" or (i.e., negative), or Interesting or complete another graphic organizer with concepts related to the topic (e.g., a Venn Diagram).
- ☐ **Use prior knowledge:** Have learners use their prior knowledge to complete a chart or graph related to the topic. (E.g., number of hours men and women do housework.)
- ☐ **Rank:** Have learners rank items, actions, or statements that relate to the topic.
- ☐ **Other:** _____

B. How will you teach key words that are difficult, but essential to the meaning of the text? How will you verify learners' comprehension of essential but more basic vocabulary in the text?

- ☐ **Label a picture:** Have learners use target vocabulary to label a picture related to the topic.
- ☐ **Categorize:** Have learners categorize the target vocabulary.
- ☐ **Brainstorm:** Have learners brainstorm a list of words based on a visual or a prompt. Then highlight target words from the list and supply any that do not come up.
- ☐ **Define using visuals, etc.:** Use visuals, data, and realia to provide definitions of difficult terms.
- ☐ **Test understanding:** Test learners' understanding of target vocabulary. Teach words that were not known.
- ☐ **Identify known/unknown words:** Provide learners with a list of target vocabulary items. Have individuals identify those they know, then check with their classmates for meanings of unknown words. The class then looks up any words that no one in the class knows.

PRE-READING PLANNING CHECKLIST (continued)

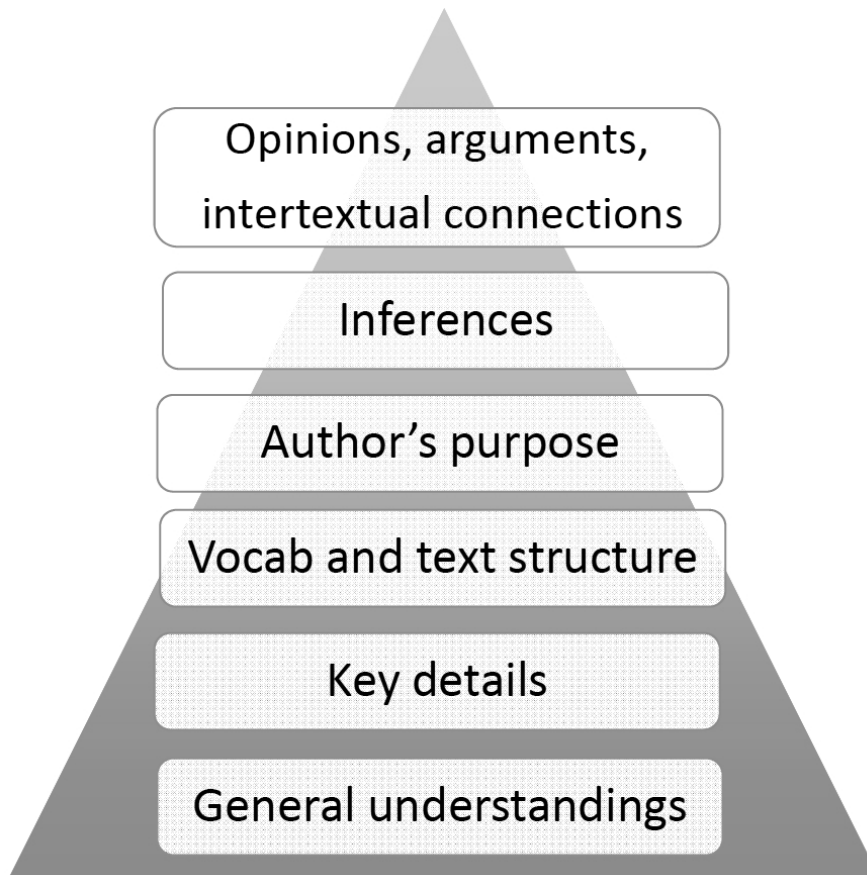
B. (continued) How will you teach key words that are difficult, but essential to the meaning of the text? How will you verify learners' comprehension of essential but more basic vocabulary in the text?

- ☐ **Sentence completion:** Provide learners with a sentence completion task, having them guess which target items best complete the sentence.
- ☐ **Word analysis:** Provide learners with word analysis activities that look at prefixes, suffixes, word families, etc., using target vocabulary examples.
- ☐ **Guess the meaning:** Place the target vocabulary word in a sentence or paragraph where all but the target words are known. Ask learners to make guesses about the meaning of the target words and check their guesses after they read.
- ☐ **Use a dictionary:** Have learners form pairs or groups. Provide each pair/group with a list of the target vocabulary items. Have learners divide up the list, look up their assigned words in a monolingual dictionary and then share the definitions with their classmates.
- ☐ **Other:** _____

C. How will you teach learners one or more pre-reading strategies?

- ☐ **Preview the text:** Have learners preview one or more of the following text elements in order to identify what they know about the text:
 - title
 - images associated with the text
 - captions
 - introductory material
 - headings
 - author
 - author biographical notes
 - source
- ☐ **Respond to prediction questions:** Using the items learners previewed, have them respond to questions that ask them to guess the text's content.
- ☐ **Scan for information:** Have learners focus on numbers, symbols and capital letters to help them scan for information such as dates, prices, times, and names.
- ☐ **Skim for the general idea:** Have learners quickly read (skim) only a portion of the text in order to determine the general idea, point of view, or main ideas in the text. (E.g., read the first line of each paragraph, the first paragraph or the first and last paragraph.)
- ☐ **Other:** _____

THROUGH/DURING THE READING: Asking Text Dependent Questions



Fisher and Frey (2011) *Engaging the Adolescent Learner: Text Dependent Questions*. IRA

LET'S TRY IT!

Look at questions 1-4 below. They relate to the readings on social skills.

Which of these questions is not TDQ?

Give the rationale for your response.

1. *How does Mole describe body language?*
2. *Give 3 examples of body positions described in the article and say what they mean.*
3. *What are some other nonverbal messages that people can give?*
4. *True or false? Mole says body language is the same for everyone.*

Creating Paired Reading Lessons

Resources for Paired Reading Lessons

Newspapers

USA Today

<http://www.usatoday.com/>

The Guardian

<http://www.theguardian.com/us>

The Toronto Star

<http://www.thestar.com/>

PEW Research Articles (Data, Text, Charts)

PEW Internet, Science & Tech project

<http://www.pewinternet.org/>

PEW Research Social & Demographic Trends

<http://www.pewsocialtrends.org/>

PEW Research Media & News Project

<http://www.journalism.org/>

PEW Research Hispanic Trends Project

<http://www.pewhispanic.org/>

PEW Research Religion & Public Life Project

<http://www.pewforum.org/>

PEW Research U.S. Politics & Policy

<http://www.people-press.org/>

PEW Research Global Attitudes & Trends

<http://www.pewglobal.org/>

Learner Newspapers and Magazines

Time for Kids

<http://www.timeforkids.com/>

(Articles available without subscription)

News for You

<http://www.newsforyouonline.com/index.asp>

(2 week free trial)

Easy English Times

<http://www.easyenglishtimes.com/>

(15.00 yearly subscription)

Cricket (Free PDF articles)

<http://www.cricketmag.com/free-articles-and-stories-for-children>

Smithsonian TweenTribune

<http://tweentribune.com/>

TEXT ANALYSIS AND ADAPTATION CHECKLIST

A. DETERMINE THE RELEVANCE

(Is the text relevant to your learners?)

The text matches

- | | |
|---|--|
| <input type="checkbox"/> the level of your learners | <input type="checkbox"/> course content requirements |
| <input type="checkbox"/> the needs of your learners | <input type="checkbox"/> language requirements |
| <input type="checkbox"/> the interests of your learners | <input type="checkbox"/> other _____ |

B. CONSIDER THE SOURCE

(Where is the reading from?)

- | | | |
|---|---|---|
| <input type="checkbox"/> K-12 magazine | <input type="checkbox"/> Newspapers above 8th grade reading level | <input type="checkbox"/> Secondary-level reading sites |
| <input type="checkbox"/> encyclopedia | <input type="checkbox"/> (NY Times, The Guardian) | <input type="checkbox"/> advice columns |
| <input type="checkbox"/> web page | <input type="checkbox"/> Voice of America | <input type="checkbox"/> research reports (E.g. PEW, Dept of Labor) |
| <input type="checkbox"/> blog or journal | <input type="checkbox"/> USA learns | <input type="checkbox"/> ESL reading texts |
| <input type="checkbox"/> Newspapers - 8th grade reading level (USA Today) | <input type="checkbox"/> Elementary level reading sites | <input type="checkbox"/> other |

C. IDENTIFY THE LEVEL OF THE ORIGINAL TEXT

(What is the text's complexity? What are the text's features?)

	Below my learners' level	At my learners' level	Above my learners' level
95-98% of the vocabulary in the text is...			
The academic vocabulary in the text is...			
The abstract or figurative language is...			
The organization of the text is...			
The key grammar structure(s) used in the text is/are...			
The amount of background knowledge needed is...			

Check the text features that support learners' comprehension:

- | | | |
|---|--------------------------------------|--|
| <input type="checkbox"/> a title | <input type="checkbox"/> captions | <input type="checkbox"/> hyperlinks |
| <input type="checkbox"/> an introductory statement or section | <input type="checkbox"/> headings | <input type="checkbox"/> pop-up notes |
| <input type="checkbox"/> focus questions | <input type="checkbox"/> subheadings | <input type="checkbox"/> summary |
| <input type="checkbox"/> illustrations | <input type="checkbox"/> footnotes | <input type="checkbox"/> OTHER: |
| <input type="checkbox"/> photos | <input type="checkbox"/> glossing | |

D. REFLECT ON THE ADAPTATIONS NEEDED

(What would you add or delete from the text? What other changes would you make?)

1. What would you add to the text? (E.g. additional illustration, chart, glossed words, etc.)

2. What would you delete from the text? (E.g., delete a paragraph or section.)

3. What other changes would you make? (E.g., substitute synonyms, adjust sentence structure, etc.)

Creating Paired Reading Lessons

Biographies

bio.

<http://www.biography.com/people>

infoplease

<http://www.infoplease.com/spot/laotzubio.html>

Ducksters.com *biographies for kids*

<http://www.ducksters.com/biography/>

Advice Columns

<http://www.elliadvice.com/> Toronto Star advice blogger

<http://www.washingtonpost.com/lifestyle/advice/> (Compilation of advice bloggers)

<http://www.washingtonpost.com/blogs/wonkblog/wp/2013/08/16/dear-dylan-the-wonkblog-advice-column-for-everything/> (Includes charts and data with advice. Snarky but high interest)

<http://www.dispatch.com//content/sections/life-and-entertainment/columns/advice.html?cmpid=tplnnv>
(Columbus Dispatch features Miss Manners, Dear Abby (The current ed.), Carolyn Hax and Hints from Heloise)

Pro and Con on Issues

ProCon.org

<http://www.procon.org/>

He said/She said

<http://www.womenshealthmag.com/sex-and-relationships/love-and-relationship-advice#>.

Point/Counterpoint articles (Search the term: point/counterpoint)

<http://gazette.com/pointcounterpoint-marijuana-legalization-amendment/article/144943>

<http://www.cnn.com/2013/09/11/politics/obama-syria-point-counterpoint/>

<http://thesportjournal.org/article/pointcounterpoint-paying-college-athletes/>

Online Reading Sites (Registration required, some features may be fee-based.)

Newsela (news stories adapted to different levels, thematically linked under categories of health, science, war and peace, etc.)

<http://www.newsela.com>

Scope (part of Scholastic, requires school affiliation in order to register.)

<http://scope.scholastic.com/Issue-Archive> (Click on this link and then ask to be taken to the free site.)

Tools for Adapting Texts

- Pearson Reading Maturity (CCRS bands)

<http://www.readingmaturity.com/rmm-web/#/>

- Vocabulary Kitchen (Top 1,000, 2,000 words, AWL words), CEFR

<http://vocabkitchen.com/>

- Learners' Dictionaries (Key words)

<http://oaadonline.oxfordlearnersdictionaries.com/>

- Macmillan (Star system)

<http://www.macmillandictionary.com/us/corpus.html>

Creating Paired Reading Lessons

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