

Revisit, Reflect, Retell

UPDATED EDITION

*Time-Tested Strategies for
Teaching Reading Comprehension*

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Partner Read and Think

 VIEW THIS STRATEGY IN ACTION ON THE DVD.

Partner Read and Think is based on the research that so effectively supports reciprocal teaching, but it requires fewer social skills as it is completed by partners instead of teams of four. The process engages partners in applying six distinct steps to each segment of text that is read. The combination of steps helps students engage at several levels of comprehension and encourages language use as partners navigate a selection.

Partner Read and Think guides partner pairs in:

- * placing a stop sign
- * predicting words they think are likely to appear
- * reading the section (silently or in unison)
- * identifying words they find interesting or are confused about
- * summarizing the learning.

Model

I like using an enlarged text or a text projected on an overhead projector when modeling the steps of this strategy to ensure that students can clearly see the text as I am modeling.

- * Students watch as I place a sticky note stop sign in the text. During a Partner Read and Think, it is important to complete all steps before moving the stop sign to the next chunk of text.



Explicitly show students how to place sticky notes on the text as a reminder to apply all steps in a short passage before reading on.

Partner Read and Think

Comprehension Strands	Level of Thinking	Action Verbs
Question	Knowing	Formulate a question
Infer	Generating	Predict
Summarize	Integrating	Summarize

- * Next, I show them how I scan quickly across the text and predict words that I think are likely to appear. This is an essential step in bringing out academic vocabulary that will support understanding.



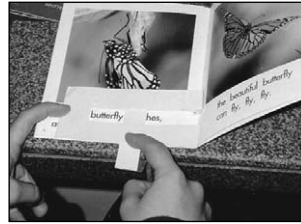
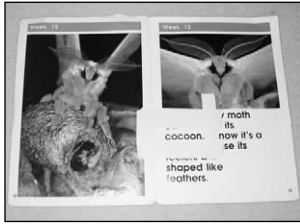
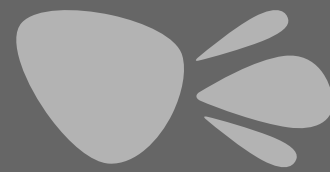
During Word Prediction, students activate prior knowledge about the topic and focus on key academic vocabulary.

- * I then read the section aloud or have students join me in reading the section in unison.



Use a Literacy Frame to model selection of "an interesting word."

- * For the next step, I use a Literacy Frame as originally designed by Don Holdaway to direct student attention to words I think are worthy of attention. The frame should be proportioned to match the text you are reading so the words fit inside the frame. For student-size texts and use at the overhead, guidelines for making a



frame appear on page 18. For big books, use the pattern as a guide then enlarge the frame to fit around the words in your favorite big books.

- * The next step is to model asking questions and wondering aloud about the words, the visuals, or the concepts. Questions are important because they encourage readers to interact with the selection.



Notice that the words appear in a Literacy Frame, then are also written on sticky notes to make them more visible to students.

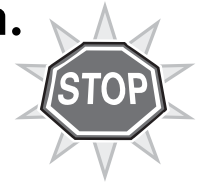
- * Finally, I model a brief summary to show students how I can sum up my learning before I move the sticky note and proceed to the next section of the reading.



Kay and Will think together as they navigate a newsmagazine.

Partner Read and Think *

1. Place a stop sign.



2. Predict.



3. Read together.



4. Find interesting words.



5. Ask questions.



I wonder...

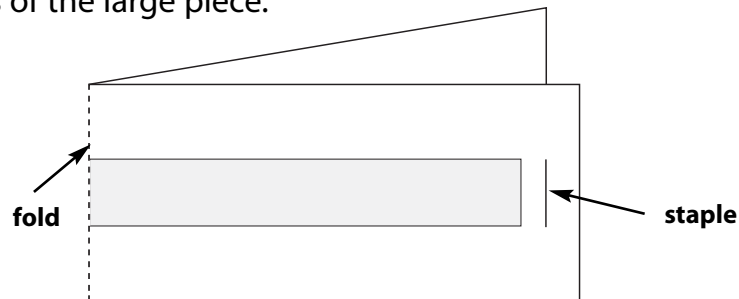
6. Summarize.

I learned that _____

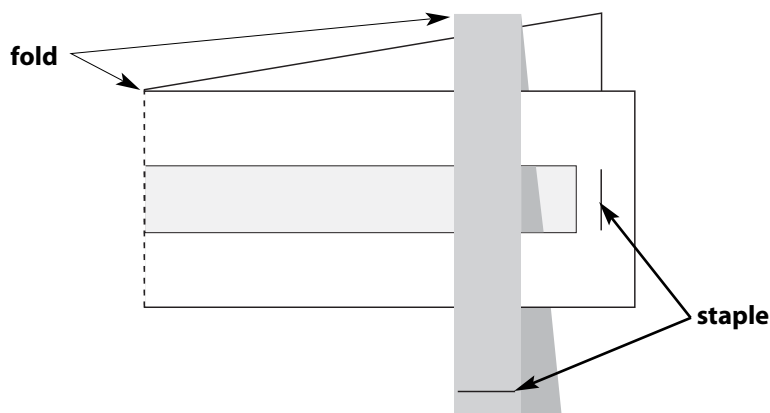
Students in Mandy Caine's third grade created bookmarks to support Partner Read and Think experiences.

Literacy Frames

Step 1: Fold a long, thin piece of paper or oak tag in half. Cut (and save) a strip from the middle (shaded section). Then staple together (one staple) the open ends of the large piece.



Step 2: Slip one side of the folded strip (removed in Step 1) into the Literacy Frame, stapling it at the bottom after insertion. The staples prevent the slider from falling out of the frame.

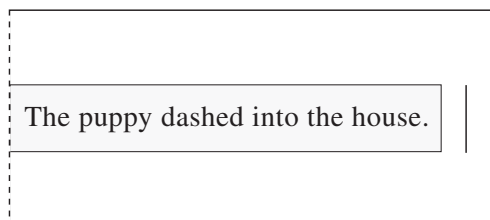


Frames should be made with windows sized to match the print you are reading:

Primary-level reading



Intermediate-level reading



Partner Read and Think

1. Place a stop sign.



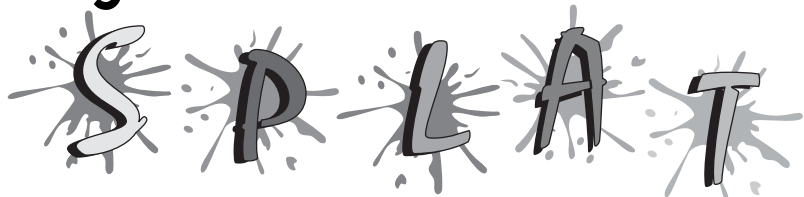
2. Predict words.



3. Read silently or in unison.



4. Find interesting words.



5. Ask questions.



I wonder...

6. Summarize. I learned that _____