

Read-Pair-Share

To get to a deeper level of understanding when reading, ongoing dialogue can be used to engage participants in richer comprehension. The Read-Pair-Share activity has participants read material and facilitates on the spot discussions to clarify, connect, or question material. This activity can be used with numerous Common Core State Standards documents.

Goal(s):

To read/review pertinent material and achieve deep knowledge of its content.
Engage with another person who might have a different perspective on the content being read.

Potential Applications:

Curriculum and Assessment Timeline for New Hampshire

http://www.education.nh.gov/spotlight/ccss/documents/timeline_assessment.pdf

Frequently Asked Questions (Opening FAQs, Process FAQs, and Implementation and Future Work FAQs)

<http://www.corestandards.org/frequently-asked-questions>

Facts Sheets: Understanding the Common Core State Standards (ELA and Mathematics)

<http://www.achieve.org/files/AchievingCCSS-ELAFINAL.pdf>

<http://www.achieve.org/files/AchievingCCSS-MathFINAL.pdf>

Mathematics Appendix A (high school and potentially middle school) pages 2, 3-5, 6-7, 8-14, 44-50 as an introduction.

http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf

Application for English Language Learners and Students with Disabilities

<http://www.corestandards.org/assets/application-for-english-learners.pdf>

<http://www.corestandards.org/assets/application-to-students-with-disabilities.pdf>

Prep:

Copies of reading material for each participant

Directions:

1. Reading material is broken down to smaller chunks of reading where natural breaks occur (documents above contain suggestions, but may be tweaked to meet school's needs).
2. Participants are to work with a partner. Partners may be preselected or chosen by the participants.
3. A copy of the reading material is given to each participant.
4. Participants will read silently up to the first assigned break point.
5. Partners will converse around important points in the passage, areas of connections, questions, etc.
6. When the pair has enough information to share with the whole group, they may proceed to the next section and follow the same format described in steps 4 and 5.

7. Reading, Thinking, and Sharing process continues until pairs have finished the entire reading.
8. Whole group comes back together and facilitator asks for participants to share out for the first section, then the second section, and so on.