

Paired Reading Using Difficult Text

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“What a child can do in cooperation today he can do alone tomorrow. Therefore the only good kind of instruction is that which marches ahead of development and leads it” (Vygotsky, 1962, p. 104).

Finding Books:

Free books for teachers from:

- Used bookstores
- Deseret Industries
- Good Will
- Public Libraries

School resources:

- Basal Program leveled books
- Resource leveled libraries
- Teachers' libraries

“Just as it's impossible to build muscle without weight or resistance, it's impossible to build robust reading skills without reading challenging text” (Shanahan, 2005, p. 58).

Preparing Materials:

Level books using Lexile.com

AR/Lexile Conversions (Find online)

Strategic Pairing: Rank students high to low, pair the high student with the mid student, 2nd to 2nd mid, and so on)

Book bins for each student pair contains:

- 3–5 Books
- 3 grade levels above the lowest reader's level
- Both fiction and nonfiction
- A notebook for crazy words

“To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, **increasingly challenging literary and informational texts**” (CCSS, 2012, ELA Anchor Standards).

Dyad Reading Rules:

- Share 1 book
- Sit side-by-side
- One smooth finger
- Two voices
- Eyes on words
- Not too fast, not too slow
- Write down crazy words
- Have fun!

Paired oral reading provides a multidimensional sensory experience for struggling readers as they hear, see, and say the words in the text, improving sight recognition of words over time (Eldredge, 1988, Heckelman, 1969; Stahl, 2012).

What the Teacher Does:

Cruise the room

Listen to students' reading and discussions

Help the students follow the Dyad rules

Encourage pairs to keep going

After the reading, teach vocabulary

Paired oral reading is arguably one of the easiest and most cost-effective methods of developing children's fluency. (Flood, Lapp, & Fisher, 2005).

Crazy Word Vocabulary Routine:

Model decoding the word

Break up multisyllabic words:

- Separate and identify compound words
- Identify roots and affixes
- Break words into chunks

Say the word

Give a child friendly definition (demonstrate looking up the word on the internet if needed)

Provide examples that connect to students' experience and background knowledge

Use the word in a sentence

Have students share with a partner:

- Give synonyms or antonyms
- Give an example
- Use the word in a sentence

Vocabulary knowledge is one of the strongest predictors of reading comprehension (Adlof et al., 2013; Blachowicz, Fisher, Ogle, & Watts-Taffe, 2006).

Paired oral reading provides:

Supported access to greater quantities of difficult reading materials

Focus on prosody and meaning rather than decoding

Facilitates comprehension

Positive experiences with difficult texts

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