

From McLaughlin, M., &  
DeVogel, G. (2004).  
*Critical Literacy:  
Enhancing Student's  
comprehension of text*  
New York: Scholastic.

## PATTERNED PARTNER READING

(McLaughlin & Allen, 2002a)

**PURPOSES:** Patterned Partner Reading promotes strategic reading and provides a structure for reading interactively with a partner. Students can use Patterned Partner Reading with narrative or expository text.

### **PROCEDURE:**

1. Students select a text and a partner with whom they will read, or the teacher selects the text and assigns partners.
2. Partners determine the amount of text they will each read and which of the following patterns they will use to engage in the reading (or the teacher selects which pattern will be used during a particular lesson).

Patterns include but are not limited to:

**Read–Pause–Predict:** Partners begin by making predictions based on the cover and title of the book. Next, they take turns reading a page silently or orally. After reading each page, they pause to confirm or revise their predictions and make new predictions about the next page. This process continues throughout the reading.

**Read–Pause–Discuss:** Partners take turns reading a page silently or orally. After reading each page, they pause. Each asks the other a question about the section of the text just read, to which the other partner responds. This process continues throughout the reading.

**Read–Pause–Make Connections:** Partners take turns reading a page silently or orally. After reading each page, they pause to make and share Text–Self,

Text–Text, or Text–World Connections. When using this pattern, students can use Connection Stems, such as “This reminds me of...,” “I remember an experience I had like that,” “I remember another book I read about this.”

**Read–Pause–Sketch:** Partners take turns reading a page silently or orally. After reading each page, they pause and each sketches an idea from that page of text. Then the partners share and discuss their drawings. (A blackline master that contains multiple sketching spaces facilitates this process.) This continues throughout the reading.

**Read–Pause–Bookmark:** Partners take turns reading a page silently or orally, pausing periodically to complete bookmarks noting the most interesting information: something that confused them, a vocabulary word they think the whole class should talk about, or an illustration, graphic, or map that helped them to understand what they read.

### **Read–Pause–Retell or**

**Read–Pause–Summarize:** Partners take turns reading a page silently or orally. After reading each page, they pause and the listening partner retells what happened on that page (narrative text) or summarizes (informational text). This process continues throughout the reading.

3. Students discuss in a whole- or small-group setting the text they have read.