

Steps of the partner reading routine	
Vocabulary instruction	Add to Vocab Catcher • Use the slides, or write these words on the board. ◦ This helps students see word parts and spelling patterns. • Say the words aloud, and ask students to repeat them. ◦ This gives students a chance to practice pronouncing a new word and helps them retain its meaning. • Use the questions in the lesson plans to lead a discussion of the words' meanings. Students should record the words in their Vocab Catchers.
	Quick vocabulary preview • Use the slides, or write these words on the board. • Quickly provide the definitions of the words. Students may discuss the meanings briefly if time allows.
Set purpose for reading	Setting a purpose for reading helps students focus on main ideas.
Preview workbook page(s)	Preview today's assignment in the student workbook.
Students read silently and complete workbook page(s)	• Partners read silently and work together to complete comprehension activities in the workbook. • Working in partners lets students practice reading strategies more autonomously.

Partner Reading Tips

- ▶ **Post assignment:** Plan to post the partner reading assignment prominently—the pages to be read from the book and the workbook pages to be completed. (Tip: Use the slides.)
- ▶ **Plan for partners:** Have a plan for who each student will partner with and where they will work. Consider students' decoding and fluency profiles, language proficiency, confidence in oral reading, and the need for supportive partners when forming pairs.
- ▶ **Establish norms:** Make sure norms for partner work are clear and that you hold students to them.
- ▶ **Circulate during partner work.** Encourage students to discuss the workbook prompt together and talk over meaning, not just write responses. Commend students when they work productively as partners.

Considerations for multilingual learners



Like guided reading, partner reading supports students in engaging with grade-level ideas about complex text, while developing the language needed to express understanding. Working with just one peer may encourage less confident students to speak, with less pressure than when they are asked to speak in front of the whole class.

To further support MLs in your classroom, consider this decision tree. Use scaffolds strategically and fade them as students gain independence:

IF students struggle with...	Look for/Listen for this evidence	THEN try...
Comprehending assigned text	- Minimal or incorrect responses to prompts (oral or written) - Disengagement during silent reading	- Brief pauses for partner check-ins focused on meaning after each section - Partner prompts for self-monitoring (e.g., “Does that make sense?”)
Discussing text after completing reading	- Short or unclear partner talk after reading - Reliance on gestures or single words	- Thoughtful partner pairing (supportive peer or same-language partner) - Sentence stems tied to the text just read (e.g., “One idea from this section is...,” “This shows that...”) - Same-language discussion within pairs before sharing in English
Responding in writing	- Oral explanations stronger than written responses - Delays or avoidance when moving from reading to writing	- Partner oral rehearsal before writing - Optional home-language drafting or bilingual dictionary use, with a clear transition to English