**Partner Reading**

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| Description of Practice: There are variations of this strategy that can be used based on the lesson objectives, but the overall practice is the pairing of higher fluency students with lower fluency students for reading activities. Here is one example: Students are paired together (3 in a group, with one level 2 student and two level 1 students). The level 2 student will read from the mentor text while the level 1 students follow along using their fingers to keep them on track with the text. After every sentence is read by the level 2 student, the level one students will take turns and re-read the same line. This continues until the entire paragraph is completed. Students are also asked to highlight the words that were provided in the word bank on the board; as these were the new vocabulary words being focused on for the day.  |

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| Intended Audience and Outcomes: The intended audience is the students, teachers, and administrators. This strategy helped the level 1 students pick out the new content vocabulary being used for the next few weeks. It helps teachers to identify and frontload the correct vocabulary that students need to focus on, and it helps administrators see how a class containing a mixed level of ELLs works where one student is helped by his/her peers.  |

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| Evidence that it works: Example from text: Recall that in biology, evolution is the process by which species change over time. The idea that life evolves is not new. Yet for centuries, scientists lacked clear evidence that evolution happens. They also lacked a strong theory to explain how evolution happens. In 1859, Charles Darwin pulled together these missing pieces. Darwin, shown in Figure 1, was an English naturalist who studied the diversity of life and proposed a broad explanation for it. |