

## PARTNER READING WITH COMPREHENSION CHECK

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**OBJECTIVE:**

*The students will have a thorough understanding of the text that they have read during partner reading.*

**MATERIALS:**

- Reading material at the students' instructional reading level
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**TEACHING PRACTICE THAT PROMOTES READING:**

Have the students read through the story. Then, students take turns asking questions about the story.

Sample Questions:

1. **WHO** was the main character in the story?
  2. **WHEN** did \_\_\_\_\_ happen?
  3. **WHERE** did \_\_\_\_\_ live? (work, eat, sleep)
  4. **WHAT** is the meaning of the word \_\_\_\_\_?
  5. **WHY** do you think \_\_\_\_\_?
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**ADAPTATIONS:**

If the reading passage is expository text, have students ask questions about the main idea and supporting details.

Sample Questions:

1. Who or what is the text mainly about?
2. What is the most important thing you learned?

For English language learners, be sure to preview any unfamiliar vocabulary. To reinforce comprehension, stop at intervals throughout the selection to review what has happened up to that point.

Adapted from Delquadri, J., Greenwood, C. R., Whorton, D., Carta, J. J., & Hall, R.V. (1986). Classwide peer tutoring. *Exceptional Children*, 52(6), 535-542; Fuchs, L. S., Fuchs, D., Kazdan, S., & Allen, S. (1999). Effects of peer-assisted learning strategies in reading with and without training in elaborated help giving. *The Elementary School Journal*, 99(3), 201-219; Fuchs, D., Fuchs, L. S., Mathes, P. G., & Simmons, D. C. (1997). Peer-assisted learning strategies: Making classrooms more responsive to diversity. *American Educational Research Journal*, 34(1), 174-206.