DEVELOPING COLLEGE AND CAREER READINESS WITH PAIRED READING

Facilitated by
Lori Howard

Developed by Jayme Adelson-Goldstein & Lori Howard

http://pairedreadingtesol2014.pbworks.com/
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Read these questions. Then read the article. Underline the answers in the text.

1. Describe the All-American handshake.
2. Why is it important to learn to shake hands well in the U.S.?

In this book review, the reviewer talks about Robert E. Brown's ideas on different types of handshakes and what they mean.

The Secret of the Successful Handshake

The secret of the successful handshake is no secret anymore. Management Consultant Robert E. Brown explains what shaking hands is all about in his book, The Art, the Power, the Magic: How to Read Hands That Talk.

For example, in the All-American handshake, you have to look into another person’s eyes, grasp his or her whole hand, and pump it two or three times. According to Brown, this is the handshake of a good listener and trustworthy person.

Politicians and salespeople often use the Two-Handed Shake because it’s extra-friendly. Two-handed shakers put their left hand on the other person’s arm or shoulder as they shake hands. This can feel so friendly to some people, so it’s best to use it with good friends.

Watch out for people with handshakes that pull your fingers, or twist and crush your hand. If you get one of these handshakes, the person is trying to intimidate you.

Two more uncomfortable handshakes are the Palm Punch and the Dead Fish. A Palm Puncher shakes your hand with only a few fingers. In the Dead Fish shake, the person’s hand slides out of the handshake. It’s possible that the people with these handshakes are embarrassed or shy.

Shaking hands is an important part of body language. It can identify someone as muscular, friendly, powerful, or nervous. It’s hard to be successful without mastering ‘a good handshake such as the All-American.

If this isn’t your natural handshake, don’t worry. Mr. Brown says that you can change your handshake with lots of practice. So, go out there and start shaking hands. Just think of all the people you can meet!

[Image of Two-Handed Shake]
[Image of Dead Fish]

Work with a partner. Use your answers to the questions above to help you summarize the article.
Paired Reading is Effective in Many Settings

- College Non-Credit
- K-Adult
- CBO
- IEP
- Corrections
Paired Reading is Effective with Many Learners

- English language learners
- ABE learners
- ASE learners
- HSE learners
- Instructors
OUR GOALS

• By the end of this session you should be able to…
  • identify how “Paired Reading” lessons increase learners’ strategic reading, critical literacy, cross-cultural awareness and college and career readiness; and
  • integrate “Paired Reading” lessons in your own instruction
ROBOTICS’ GREAT PROMISE
The era of robotics and AI (artificial intelligence) continue to open up new possibilities and uses from the service sector to hospitals and airports. Everyday brings new uses, new robots, and a changing view of the future. In fact, last week, the New

AUTOMATION- KILLING JOBS
Although robots can already replace workers who do physical labor, such as miners and factory workers—as well as those who collect and process data, like bank tellers and travel, a recent report concludes that less than 5 percent of jobs will be completely wiped out by auto-

Two separate readings, often with different perspectives, on a similar topic
COLLEGE & CAREER READINESS
READING ANCHOR 9:

ANALYZE HOW TWO OR MORE TEXTS ADDRESS SIMILAR THEMES OR TOPICS IN ORDER TO BUILD KNOWLEDGE OR TO COMPARE THE APPROACHES THE AUTHORS TAKE.
OTHER COLLEGE & CAREER READINESS ANCHOR STANDARDS ADDRESSED IN PAIRED READING

• **CCR 1** – Read closely to determine what the text says explicitly; make logical inferences; **cite evidence**

• **CCR 2** – Determine central ideas or themes; **summarize** the key supporting details

• **CCR 6** – Assess how **point of view** or purpose shapes the content and style of a text

• **CCR 10** – Read and **comprehend** complex literary and **informational texts** independently and proficiently.
1. construct meaning from literary and informational text through level-appropriate reading.

2. participate in level-appropriate oral exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.

3. speak about level-appropriate complex literary and informational texts and topics.

4. construct level-appropriate oral claims and support them with reasoning and evidence.

5. conduct research and evaluate and communicate findings to answer questions or solve problems.

6. analyze and critique the arguments of others orally.

7. adapt language choices to purpose, task, and audience when speaking.

8. determine the meaning of words and phrases in literary and informational text.

9. create clear and coherent level-appropriate speech and text.

10. demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.
IN PAIRED READING LESSONS, LEARNERS

- Form a group of four
- Do pre-reading (schema & vocabulary) tasks
- Preview & choose texts (Two “A”s/Two “B”s)
- Read texts and answer focus questions
- Pair up: A-A, B-B
- (optional: expert groups)
- Pairs present their text’s information
- Team task including Cross-Cultural & Crit. Lit. questions and tasks
FIRST:

• Learners form a group of four.
LEARNERS HAVE TWO ARTICLES TO CHOOSE FROM:

A

- body language

B

- types of handshakes
Learners do Pre-reading: Schema Building

Ask and answer these questions with your partner:

1. What is this woman communicating? What makes you say that?

2. Who was the last person to shake your hand? Was it a good handshake? Why or why not?
Learners do Pre-reading: Vocabulary

- Learners preview and determine the meaning of some key terms they will encounter in the text.

<table>
<thead>
<tr>
<th>TERM</th>
<th>I USE IT</th>
<th>I KNOW IT</th>
<th>I DON’T KNOW IT</th>
<th>MY PARTNER KNOWS IT</th>
<th>WE NEED TO LOOK IT UP</th>
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<td>communicate</td>
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<td>politician</td>
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<td>grasp</td>
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<td>lean (v)</td>
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<td>powerful</td>
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2. Why is it important to learn to shake hands well in the U.S.?

**The Secret of the Successful Handshake**

The secret of the successful handshake is to meet eye contact. Management consultant Robert E. Brown explains why shaking hands is all about in his book, *The Art of the Perfect Handshake*.

For example, to do the All-American handshake, you have to look into another person's eyes, grip his or her whole hand, and pump it two or three times. According to Brown, this is the handshake of a good host and master of ceremonies.

Politicians and other people often use the Two-Fingered Death because it is easy-handed. The two-fingered death is to hold the person's hand on the other person's arm or shoulder as they shake hands. To get out of this handshake, the person is trying to interrupt you.

Watch out for people with uncomfortable and uncomfortable handshakes such as the Palm Punch and the Dead Fish. A palm puncher shakes your hand with only one finger. A dead fish shake, the person's hand statue out of the handshake. It is possible that the person with these handshakes are embarrassed or shy.

Shaking hands is an important part of body language. It can identify someone as timid, friendly, powerful, or powerful. It's not to be successful without meeting a good handshake such as the All-American.

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Engages the readers advanced cognitive skills to critically analyze information in order to more fully understand the author’s...
- stated purpose
- Inferred or unstated purpose
- use of language and word choice to evoke a response
What questions could you ask about these articles to help build learners’ critical literacy?
• Can you find the source?
• What type of text is it?
• What is the purpose of the article? (text)
• When was it written?
Burning Questions?

Please put your questions in the Q/A box.
• Read the focus questions at the top of your text
• Independently, read the text and find the answers to the focus questions in the text.
• Then compare your answers with your partner.
WHAT COMES NEXT?

USE LANGUAGE FRAMES TO SHARE WHAT YOU KNOW
USE LANGUAGE FRAMES

➢ Cite evidence
  • *In paragraph 3, line 2, the text (author) says*…

➢ Use academic register
  • *The __________________ consists of*…
  • *The ____________ includes*…
  • *It’s important to ___ because*…
  • *Body language communicates____, ____ and____
  • *Three examples of ______ are____, _____and_____.
  • _________means that…. 
LEARNERS SHARE WHAT THEY KNOW

- Work with your group.
- Use one of your focus questions to help you.
- Take turns with your (A-A or B-B) partner to briefly teach the group about your reading.
- Cite evidence and use academic register.
PAIR “A” SHARES, THEN PAIR “B” SHARES

➢ Cite evidence
  • *In paragraph 3, line 2, the text (author) says….*

➢ Use academic register
  • The ______________ consists of…
  • The ____________ includes…
  • *It’s important to ___ because…*
  • __________communicates____, ____ and____
  • *Three examples of ______ are____, _____and_____.
  • _______means that….*
Synthesize what you know (from the text & your “funds of knowledge”)

Think about a cross-cultural question.
• Work together to fill in a diagram about the messages conveyed by body language and different handshakes.
• Reach consensus in your group. Use information from your texts to support your ideas.
What kind of non-verbal messages do different types of body language convey? Which are positive? Which are negative? Which are culture bound? E.g. depend on the culture of the speaker or the listener.
SCAFFOLD 1: A GRAPHIC ORGANIZER TO SUPPORT THE DISCUSSION

- Work with your group to complete the Venn diagram.
SCAFFOLD 2: A VOCABULARY BANK

- leaning forward
- yawning
- crossing legs at the knee
- crossing arms in front of chest
- touching the palm in a handshake

- putting hand in front of mouth
- shaking hands firmly
- playing with hair
- avoiding eye contact
- squeezing a hand during a handshake

POSITIVE

NEGATIVE

CULTURE-BOUND
Cite evidence

• *In paragraph 3, line 2, the text (author) says*…

Use academic register

• *In my opinion *________* communicates *________*.  
  *conveys*___________.  
  *is positive/negative.*  
  
• *In my culture*……*communicates*……  
  *but in the U.S. it communicates*……
LEARNERS SHARE WHAT THEY THINK

REMEMBER TO:

• Reach consensus.
• Use evidence from the reading or from YOUR cultural knowledge about YOUR culture
Our group found that in many culture(s) smiling is polite. 
______ stated that in ______, making eye contact is rude. 
In ______, making eye contact is polite. 
In ______, yawning is not appropriate.
STEPS IN A PAIRED READING LESSON

- Form a group of four
- Do pre-reading (including vocabulary) tasks
- Preview & choose texts (Two “A”s/Two “B”s)
- Read texts
- Pair up: A-A, B-B
- Check understanding in pairs
- Pairs present their text’s information
- Team task including Cross-Cultural & Crit. Lit. questions and tasks
Questions?

Please put your questions in the Q/A box.
CONNECTING PAIRED READING TO COLLEGE & CAREER READINESS

- Team Management
- Time Management
- Employability Skills
- Graphic Organizers – Note taking
- Oral and Written Reports – Academic Language, Evidence
## CONNECTING PAIRED READING TO COLLEGE & CAREER READINESS

### ROLES:

<table>
<thead>
<tr>
<th>NAME</th>
<th>ROLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMINISTRATIVE ASSISTANT</td>
<td>TIME LIMITS</td>
</tr>
<tr>
<td>MANAGER</td>
<td>TIME LIMITS</td>
</tr>
<tr>
<td>SUPERVISOR/PRESENTER</td>
<td>TIME LIMITS</td>
</tr>
<tr>
<td>QUALITY CONTROL</td>
<td>TIME LIMITS</td>
</tr>
</tbody>
</table>

TIME LIMITS:
Our group found that in _______ is polite.  
_______ stated that in _______ is rude.  
In _______, ________________ is polite.  
In _______, ________________ is not appropriate.
GRAPHIC ORGANIZERS
Guiding discussions, Organizing thoughts, Tools for Note-taking
**PLUS**
- You can judge someone from their handshake
- Easy way to show your character
- You can learn how to shake hands well

**MINUS**
- Hands are sometimes sweaty
- In some cultures women and men cannot touch
- Hands have germs
- Some handshakes are very aggressive

**INTERESTING**
- Different people have different handshakes
- Some people shake hands with their left instead of their right hand
- It’s interesting to see who will offer their hand first

**PMI Chart**
What’s good, bad and/or interesting about shaking hands with strangers?
**Pro-Con Chart**
What are the benefits of being able to read body language? What are the drawbacks?

<table>
<thead>
<tr>
<th>PRO</th>
<th>CON</th>
</tr>
</thead>
<tbody>
<tr>
<td>It’s possible to give better customer service.</td>
<td>You can make a mistake.</td>
</tr>
<tr>
<td>It’s useful in dating.</td>
<td>Not all cultures have the same clues.</td>
</tr>
<tr>
<td>You can read your boss.</td>
<td>People may not like to be observed.</td>
</tr>
</tbody>
</table>
LOOK FOR READY-MADE RESOURCES FOR PAIRED READING TASKS
It's how you shake that tips your hand

January 30, 2005 | By Linda Shrieves, Tribune Newspapers.

When the public tuned in to watch George W. Bush take the oath of office for the second time, most focused on the president's swearing-in. But Robert E. Brown zeroed in on the president's handshake.

Handshakes, Brown said, convey lots of information about a person. And, in 30 years as a business consultant, Brown has seen bunches of bad handshakes.

He has seen arm-twisters, bone-crushers and the people who pinch your fingers instead of shaking your hand. He has watched those who twist your hand or pump hands six or seven times instead of the typical two or three pumps. He has seen the dead-fish handshake and people who try to dominate a handshake by putting their hand on top.

The 'gold standard'
ADAPTING TEXTS

• RELEVANCE

• SOURCE

• LEVEL

• ADAPTATIONS
OUR GOALS

• By the end of this session you should be able to…

  • identify how “Paired Reading” lessons increase learners’ strategic reading, critical literacy and cross-cultural awareness and college and career readiness; and

  • integrate “Paired Reading” lessons in your own instruction
HOW COULD PAIRED READING BENEFIT
MY STUDENTS?
MY TEACHERS?
MY PROGRAM?
MATERIALS FROM THIS WEBINAR

- COABE will send you the slides from this webinar
- For the following materials go to: [http://pairedreadingtesol2014.pbworks.com/](http://pairedreadingtesol2014.pbworks.com/)
  - Articles on Body Language and Handshaking
  - More sample Paired Reading texts
  - A “Paired Reading” article by Jayme and Lori

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THANK YOU!