

Partner Reading and Content, Too - PRC2

Name: _____ Partner: _____

Go to the section of text your teacher assigned for you to read:

- Decide with your partner who will read or respond first if reading independently.
- Decide with your partner how much time each will spend reading each section before stopping to discuss.

Read the first page silently. Write down any words you do not know.

- Go to the book's glossary and look it up.
- Ask a peer about the word.
- Raise your hand and ask the teacher about the word.
- Add words to your personal academic vocabulary notebooks.

Preview the book with your partner and answer the question:

How is this book organized?

Check off the features below that help organize this book:

⇒ ___ Chapters

⇒ ___ Headings

⇒ ___ Maps

⇒ ___ Diagrams

⇒ ___ Charts

⇒ ___ Graphs

⇒ ___ Index

⇒ ___ Glossary

⇒ ___ Information about the author

⇒ ___ Pictures

⇒ ___ Captions

⇒ ___ Other:

Discuss at least **five** of the following questions with your partner after reading each section: ****Record answers from your note-taking:**

1. What categories of attributes can be used to compared and contrasted?
2. How are the concepts alike or similar?
3. How are the concepts different?
4. What are the most important qualities or attributes that make the concepts similar?
5. What are the most important qualities or attributes that make the concepts different?
6. In terms of the qualities that are most important, are the items more alike or more different?
7. What are some non-examples of the concept, or opposites?
8. How would you define the concept or concepts?

After reading each section, record the following questions in your vocabulary notebooks:

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| <ul style="list-style-type: none">• What is this text about? How do we know?• Who would be most likely to read and/or view this text and why?• Why are we reading and/or viewing this text?• What does the composer of the text want us to know?• What are the structures and features of the text?• What sort of genre does the text belong to?• What do the images suggest?• What do the words suggest?• What kind of language is used in the text?• How are children, teenagers or young adults constructed in this text?• Why has the composer of the text represented the characters in a particular way?• Are there “gaps” and “silences” in the text?• Who is missing from the text?• What has been left out of the text?• What questions about itself does the text not raise?• In whose interest is the text?• Who benefits from the text?• Is the text fair?• What knowledge does the reader/viewer need to bring to this text in order to understand it?• Which positions, voices and interests are at play in the text? | <ul style="list-style-type: none">• How is the reader or viewer positioned in relation to the composer of the text?• How does the text depict age, gender and/or cultural groups?• How does the text construct a version of reality?• Whose views are excluded or privileged in the text?• Who is allowed to speak? Who is quoted?• Why is the text written the way it is?• Whose view; whose reality?• What view of the world is the text presenting?• What kinds of social realities does the text portray?• What is real in the text?• How would the text be different if it were told in another time, place or culture?• What kind of person, and with what interests and values, composed the text?• What view of the world and values does the composer of the text assume that the reader/viewer holds? How do we know?• What different interpretations of the text are possible?• How do contextual factors influence how the text is interpreted?• How else could the text have been written?• How does the text rely on inter-textuality to create its meaning? |
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