

Say Something

Purpose

This is a paired reading strategy that provides students with a structure for reflecting on a portion of text. Students think out loud, listen closely to each other, and develop shared understanding of the text. The time frame for this protocol is intentionally brief.

Materials

- A common text

Procedure

1. For the portion of text students will read, choose the stopping point(s) or have partners decide together how far they will read silently before stopping to “say something.”
2. Describe what students will say to each other when they reach the stopping point: it might be a question, a brief summary, a key point, an interesting idea, or a new connection.
3. Model. Provide one or two examples of what a student might say at each stopping point. Be sure that the modeled statements or questions are succinct, thoughtful, and related to the text.
4. Have students begin reading the text.
5. Once partners have reached the chosen stopping point, they each in turn “say something” to each other about the text.
6. Have partners continue the process, stopping at each chosen stopping point, until the selection is completed.
7. After a designated time, engage the whole group in a discussion of the text.

Variations

- Post a public timer displaying the full time allotment so partners can determine how long to converse and how quickly to move on to the next reading.
- To focus the paired interactions or to stimulate a specific type of thinking, the teacher may want to provide a stem for completion. For example, “A question that comes to mind when I read this is ____.” Use the same stem or provide variation for each stopping point.

References

Egawa, K., & Harste, J. (2001, January 1). Balancing the literacy curriculum: A new vision. *School Talk*, 35-57.