

The Common Core Classroom

Instructional Strategy of the Week: “Appointment Reading”



This close reading strategy allows students to pair-share information with a peer. During each appointment, students have an opportunity to discuss and write what they have learned. This is a student-centered activity that will allow students to be actively engaged!

SL1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when

W2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

R1

Read closely to determine what the text says explicitly and to make logical inferences from it; and cite specific evidence when writing or speaking to support conclusions drawn from the text.

R2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Steps	Process
Step 1	Give students an opportunity to independently read an entire article, a section of a text book, or a chapter from a novel.
Step 2	Students make appointments with their peers.
Step 3	Students meet with their first appointment. The teacher will direct students to the appropriate “chunk” of text. Students re-read a “chunk” of the text. Notes are recorded by each student during the appointment
Step 4	Students repeat step three until all appointments have been completed.
Step 5	Students write a summary of all notes that have been collected during the appointments.

Teacher Considerations

Use a timer to keep all students on track during their appointment.

Model the process for students.

Meet with students during appointments to provide feedback and instruction.

Read with struggling readers and provide them with strategies to attack rigorous reading.

Consider having students annotate text as they read a research article.



Pair-Share Rubric

Name of Student(s)/ Group: _____

	Foundational	Developing	Proficient	Score
Contributions	One or both students rarely provide useful ideas and may not participate in the work. (3 pts.)	One or both students sometimes provide useful ideas. Participation is low and does not meet expectations. (4 pts.)	Both students routinely provide useful ideas. Participation is at a high level and meets expectations. (5 pts.)	
Attitude/ Cooperation	Rarely listens to, shares with, and supports the efforts of others. May not be a good team player. Often is uncooperative; may have a poor attitude about the task. (3 pts.)	Sometimes listens to, shares with, and supports the efforts of others. Has a positive attitude and is a satisfactory teammate. (4 pts.)	Actively listens to, shares with, and supports the efforts of others. Works well with others, encourages teammates and has a positive attitude. (5 pts.)	
Focus	Rarely focuses on the task and does not seem to care about the activity. Lets his/ her partner do all of the work. (3 pts.)	Inconsistent focus on the task. Contributes to the task, but his/her partners do most of the work. (4 pts.)	Consistently stays focused on the task. Self-directed and motivated. Contributes equally. (5 pts.)	
			Total	

Comments: _____
